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ABSTRACT

Many efforts have been made to reach the high school dropout in order to help him find employment and to graduate from high school. One such effort is the Work Opportunity Center in Minneapolis which was established to serve this group as well as the hardcore unemployed youth. Creative innovations, individualized attention, change, and flexibility are the guidelines for this well staffed program which offers instruction in vocational education. Half of the students selected for participation needed followup medical treatment, came from homes where parents were either divorced or separated, and ranked low on aptitude. A followup study of students completing the program showed that those students who attended the Center were better paid, possessed positive self concepts, and were better adjusted than their non-attending peers. This final report which provides detailed information concerning the center's activities will be of special benefit to those interested in establishing similar centers. It is also part of a set of related materials available as VT 011 518-VT 011 533 in this issue. (JS)

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FINAL REPORT

Project No. 5-0187
Grant No. OEG-3-6-000383-0848

A WORK OPPORTUNITY CENTER

FOR MINNEAPOLIS, MINNESOTA

Michael P. Joseph, Ph.D.
Roy E. Almen
Work Opportunity Center

107-4th Street Southeast
Minneapolis, Minnesota 55414

June 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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To all members of the United States Office of Education, and the Minnesota State Department of Education concerned with WOC go our appreciation for services rendered. Recognition must also be given to the Staff of the Work Opportunity Center. The daily contact with young people is what makes the program effective. These dedicated professionals have made an outstanding contribution to the literature and methodology pertaining to academically disadvantaged youth.

WOC Staff

Charles F. Nichols	Principal-Director	(1966-1970)
Michael P. Joseph,Ph.D.	Acting Director	(1970-)
	Director of Research	(1966-)
Joseph P. Papatola	Assistant Principal	
Roy E. Almen	Assistant Research Director	
Floyd L. Anderson	Curriculum Development Specialist	
Jack L. Abrahamson	Coordinator	
Ronald A. Doll	Coordinator	
Ward Wheeler	Coordinator	
Eudora Zellers	Coordinator	
Robert Littlefield	Counselor	(1966-1968)
Jack McDonald	Counselor	(1969-)
John P. Nagle	Counselor	
Gordon Thillman	Counselor	(1966-1969)
Emmett G. DeCambaliza	School Social Worker	
Teddy T. (Jack) Raby	School Social Worker	(1966-1969)
Betty Wallin	School Social Worker	(1969-)
Ruth Walsh	School Social Worker	(1967-1968)
Tom Hollenhorst	Case Manager	

Gudrun Stenoien	School Nurse	(1968-1970)
Sandra Benna	Instructor	Art
Ervin Bly	Instructor	Graphic Arts
Ted Bogda	Instructor	Indian Culture (1969-)
Jerome L. Boyer	Instructor	Distributive Education
Albert Briscoe	Instructor	Dry Cleaning
Harry J. Brown	Instructor	Remedial Reading
Jack W. Clifford	Instructor	Rel.Serv.Station and Coordinator for Junior High Program
George Decker	Instructor	Remedial Reading (1967-1969)
Walter Denny	Instructor	Machine Shop
Frederick Felder	Instructor	Mathematics
Ruth O. Hedlund	Instructor	Related Social Studies (1966-1968)
Evelyn L. House	Instructor	Child Care (1967-1968)
Edward B. Hunt	Instructor	Small Engines & Welding
Dolores Johnson	Instructor	Business (1970-)
Glenn Johnson	Instructor	Social Studies (1969-)
Edward A. Kimball	Instructor	Electricity & Electronics
Larry Olds	Instructor	Mathematics (1968-1969)
Robert O'Neill	Instructor	Business (1966-1970)
Donald Nelson	Instructor	Standard Service Station
Bessie Shelso	Instructor	Home Economics
Idebelle G. Silverstein	Instructor	Home Economics
Christian Skjervold	Instructor	Social Studies (Related) (1966-1968)
Anita Stach	Instructor	Child Care (1966-1968)
Katherine Stroup	Instructor	Nursing Health Education
Geraldine Tonnell	Instructor	Nursing Health Education
Sandra E. Vickstrom	Instructor	English
Thomas C. White	Instructor	Food Service
Bernetta Nelson	Admin.Aide	(1966-1970)
Lois McGinnis	Admin.Aide	(1970-)
Pamela Beglau	Personal Service	(1968-)
Julia Hockett	Coordinators-Switchboard Relief	(1970-)
Hope Kukielka	Switchboard	(1968-)
Alice McClure	Attendance Clerk	(1966-)
Kathy Sherman	Counselors	(1969-)
Jean M. Sontag	Curriculum Aide	(1966-)
Alyce Thompson	Research	(1967-)
Karilyn Mock	Community Aide	
Kathryn Vangen	Community Aide	
Austin O. Dahlsten	Engineer-in-charge	
William D. Keefe	Assistant Engineer	
Dorothy Aldrich	Matron	

SUMMARY

The Minneapolis Work Opportunity Center is a unique educational venture. The program and its objectives focus on the needs of the high school dropout, who, in many ways is a handicapped person. Physical, psychological, and sociological factors, long operative in the youth's total environment, have exerted a debilitating effect on his productivity and adjustment in the conventional school. Since the Spring of 1966, the members of the Center staff have reached out into the community and have offered another and fresh start to all who enrolled.

Students who come to WOC seek meaningful responses to such questions as "Who am I?" and "What can I do to earn a worthwhile living?" To help clarify the first inquiry, while training for the second, the Center program provides a wide array of technical and related skills in a strong supportive climate.

The Program

Students who come to the Center do so as a result of contact with peers who are already enrolled, referral by a school counselor, or through the guidance provided by WOC outreach workers, agency social workers, high school teachers, probation officers and others. Each prospective enrollee receives an interview with a Center social worker or counselor. If he or she decides to pursue the program further, an invitation is extended to attend a short orientation session. Orientation consists in a general overview of the Center offerings followed by a student-counselor interview during which a plan of study and training is mutually agreed upon.

Enrollees may select from a wide variety of skill training courses: machine shop, graphic arts, electricity and electronics, small engine maintenance and repair, dry cleaning, nurses aide and hospital orderly, clothing, homemaking, charm, dry cleaning checkout girl, merchandising and marketing, business and clerical, food preparation and service, art, service station and light automotive maintenance. The related areas of mathematics, English, social studies, and reading offer the opportunity to sharpen communication tools needed to master technical skills. The related areas also provide students with a chance to earn high school credits required for graduation.

While pursuing a program of studies, each student is free to use the members of the strong supportive staff of counselors, social workers, nurse, and work coordinators. The usual school directives regarding dress, smoking, attendance, grading are modified. Schedules decided on during orientation can be modified or changed anytime. This change process results from discussions held between teachers, student, and counselor. When a student is ready to progress to

another setting - work, back to regular high school, or graduation - the appropriate support group is ready to assist in making the transfer a positive and motivating one.

Objectives

The general objective of the Work Opportunity Center is to provide skill training and related subjects that can lead toward a job, as well as graduation, for youth who have withdrawn from high school.

This broad objective is translated into action through specific operations.

1. Outreach: students are contacted in their homes and places of recreation.

2. A personalized schedule to be implemented at a pace set by pupil and teacher.

3. Motivational devices of all sorts designed to maintain commitment by a student to a selected course of action.

4. Curriculum development, evaluation, and change all focused on providing stimulating experience for teacher and students.

5. Supportive help provided in a coordinated manner by counselors, social workers, work coordinators, nurse, teachers, and other members of the staff.

6. Appropriate work-attitude orientation followed by job placement and extensive follow-up.

7. A referral service to provide assistance that cannot be offered at the Center: health, financial, court services, etc.

8. A research, evaluation and dissemination function which provides decision making data, guidelines for curriculum and other changes, and publications on Center programs for all types of readers.

Methodology and Results

The specific objectives of the Center are operationally defined through diverse techniques. Each approach is based on learning theory or on a procedure which has been attempted and evaluated as to effectiveness in our setting. This brief overview of methodology will be supported by highlights of the results obtained while implementing the procedures.

Recruiting of new clients is done most effectively by our own students (33%), by high school counselors who direct dropouts to our program (33%), and by our own outreach staff assisted by community agencies. Programs which maximize community and local school support are encouraged.

Studies show that approximately 50% of our students come from homes where parents are divorced or separated. The group has been to more than one elementary school (60% have attended two or more.) Only 24% say that the father is the family breadwinner. Over 50% of the group need follow-up treatments as a result of a physical examination. The most prevalent symptom being a nervous disorder of some type. Median age is 17.5 years. The median number of credits earned in previous high schools is 9.0. Thus, most arrive with at least junior year status. Reading level is not as low as might be expected: 42% read below grade level. On the Differential Aptitudes Test administered in the ninth grade, 60% of WOC students fall in the lowest quartile on verbal skills, and 45% are in the lowest quartile in the numerical part of the test. The enrollees do not rate themselves high on such descriptive adjectives as competent, energetic, achieving, punctual, thorough. At the end of their stay at WOC (post-testing) a significant number have changed to a more positive perception of self.

Students who expressed an interest in the WOC program and who received an initial interview were divided into two groups, those who subsequently attended and those who did not. A six month follow-up comparative study of these two groups was made. Those who attended WOC emerged as better paid, possessing more positive self concepts, and more adjusted than their non-attending peers.

Creative innovations in curriculum have been tried and evaluated. Teacher, students and a curriculum specialist all engage in and discuss methods that are used. Techniques used include: close and consistent pupil-teacher contact; personalized schedule of activity; short instructional units with continuous evaluation and reward; student keeps own record of progress and accomplishment in a personal file; open door policy; student and teacher plan daily activity; teacher recognition and acceptance of student as he is; cooperative projects with other teachers and classes; student right to transfer to another area if it is decided that he no longer needs or wants a particular course. These methods have proven successful for about 2000 young people who have pursued instruction at the Center. The average number of credits earned by those desiring them was five. The Center will usually grant a maximum of ten credits to students who wish to use them for transfer to their home school or to fulfill graduation requirements. Since 1967 over 150 students have been able to graduate because of credits earned at WOC. Approximately 11% (N=172) of WOC students returned to their home schools during the years 1967, '68, and '69. Of these, 60% persisted in attending classes. A cooperative program exists between WOC and several high schools. The student can attend the Center in the morning and the other school in the afternoon. A program of this nature has great possibilities for students who need this kind of approach.

Student attendance in Center programs can be viewed from two perspectives: the student who attends on a regular basis; and the one who attends irregularly but is maintained on the rolls with the hope that his behavior will change in response to counseling. The average attendance of the first group hovered around the 65% mark in 1968 and 1969, while that of the "inactives" was only 13% before they actually withdrew or joined the active attenders.

Members of the counseling and social work staff met with each of 1925 enrollees and with an additional group of 777 who came in for orientation only. In addition to these initial contacts, each student is free to consult with these members of the staff at any time. Each counselor is able to see about 15 students per day. Crucial times where counseling is usually sought include a troublesome personal problem, change in the student's program of studies, need for money or a job, transfer back to home school, withdrawing from WOC for personal reasons, etc. Various techniques are found to be successful in these cases. The "case management" approach is being used with success. Life-space counseling, one-to-one procedures, and behavioral techniques are also practiced with varying degrees of success.

Work coordinators help students when they have reached the job-seeking stage. Since 1966, 1250 enrollees have been placed on jobs: 15% in distributive, 20% in office areas, 55% in trade and industry, and the remainder in such special areas as NYC, and Plans for Progress programs. Most of the jobs are commensurate with the skills learned at the Center. Coordinators keep close contact with students in their respective training areas. They try to become personally acquainted with each trainee and his goals. This personal contact also enables the coordinator to assist the learner to develop suitable work habits and attitudes. This one-to-one approach, together with occasional group sessions, is most effective in producing successful employees.

Recommendations

Members of the Center staff have provided significant insights resulting from four years of experimentation and close involvement with students. These ideas have been phrased as recommendations for those who may be contemplating a program similar to that presented in the pages of this Report.

In the area of curriculum development, stress should be placed on the:

- assessment of reading level and reading deficiencies.
- provision of reading materials (especially paperbacks) which are chosen by students themselves.
- selection of a course of study for each student which is flexible and subject to change when necessary.

- development of teaching techniques suitable to the teacher-student and teacher-small group type of contact.

- devising of short units which can provide reward and motivation.

- utilization of the related areas of mathematics, English, reading, and social studies so as to make them pertinent to skills being learned.

- generous use of motivational devices designed to keep students involved in activity deemed relevant by their standards.

Supportive services are an integral and very necessary part of a total program of student success.

- An orientation program can serve a valuable informational function.

- Counselors and social workers must work together and mutually use their respective expertise for the welfare of the student.

- All supportive staff should communicate constantly with each other to maximize effectiveness and avoid overlapping of activity.

- Faculty members need to be involved in the activity of the support staff as it relates to their students.

- Referral services must be explained to all members of the staff and to students who may need them.

- Work coordinators have a difficult job. They need to maintain an objectivity when referring students. Employers deserve an honest appraisal of the applicants skill. This approach protects the student from an additional failure in a job for which he is not prepared.

- Students need support after they have been placed on the job. The coordinator should follow-up all placements.

Progress in any educational venture is based on a systematic program of research and evaluation.

- All members of the staff needs to be involved. The basic "vocabulary" of research can be explained.

- Dissemination of research findings to various groups will enhance the chances for implementation.

- Research and development are facilitated by a broad data base and continual follow-up.

The Work Opportunity Center project is a complex endeavor pursued by a faculty of highly trained personnel. A summary cannot adequately convey the depth of experimentation and research that has taken place. Only a thorough study of the complete report can provide the insights that have made the program the success that it is.

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The following publications are available under separate cover. They form an integral part of the final report.

Machine Tool Operation

Homemaking (personal improvement and foods)

Dry Cleaning

Service Station Attendant and Light Automotive Maintenance

Social Communications

Offset Printing

Marketing and Merchandising

Small Engine Maintenance and Repair

Food Preparation and Service

Communications

Business Education

Creative Art

Nurses Aide and Hospital Orderly

Reading

Homemaking (clothing and interior decorating)

CHAPTER I

A HIGH SCHOOL FOR DROPOUTS

Introduction

The Minneapolis Work Opportunity Center is, in many ways, a unique educational venture. Since its inception in May, 1966 the members of the staff have reached out into the community and have offered another and fresh start to educationally disadvantaged youth.

The program and its objectives focus on the modification of behavior patterns that are deeply embedded in individual personalities. The goal for all is learning to solve the problems which face us. For students it means new insights into their role in society. For educators it implies new ways to reach, hold and successfully assist every person who seeks assistance.

Facilities of the Center are open to all youth 16 through 21 residing in the city of Minneapolis. Dropouts from surrounding communities may attend upon the recommendation of their school administrators.

The needs of the youth for whom the program is designed were identified through a study conducted by the 1961 Youth Development Project Survey of the Minneapolis Employment Agencies and the 1965 Return to High School Drive conducted under the auspices of the Minneapolis Public Schools.

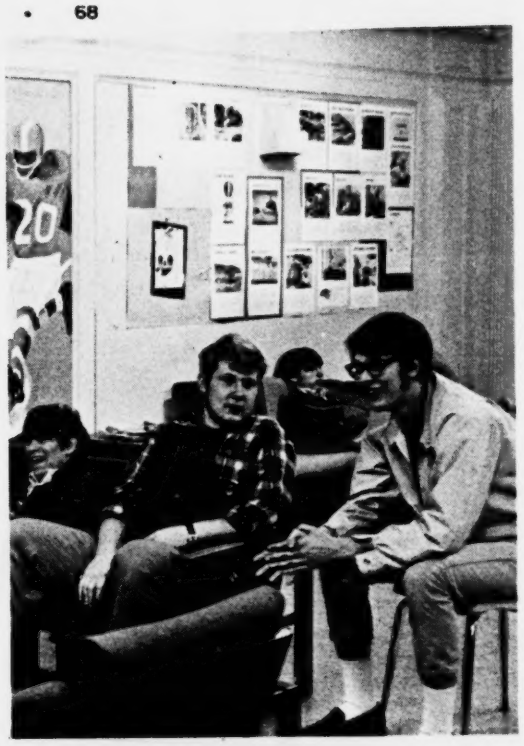
A high school dropout is a handicapped person. Psychological and sociological factors, long operative in the youths total environment, have exerted a debilitating effect on his productivity and adjustment in the conventional school. Dr. Jacob J. Kaufman of the Institute for Research on Human Resources of the Pennsylvania State University comments on this situation, "By the time the disadvantaged student arrives in secondary school, he has reacted to the inappropriateness of his educational experience and has developed a powerful set of negative attitudes toward almost everything associated with school." Evidence of this condition has been amply demonstrated in the initial interviews held with students as part of the orientation process at the Work Opportunity Center. Even before his report was published, the Center had already corrected much of what Kaufman found wrong with schools: "The inappropriateness of classroom experiences; expectations that each student reach certain levels of achievement at certain times; rejection of slow-learning students; routine use of workbooks, recitation and tests and the constant pressure to conform."

Students who come to WOC are seeking first a response to the query "Who am I?" Only after a worthwhile role is achieved will these adolescents seek a goal. Any educational program, especially one for those who have been alienated from the mainstream, must

first aid clientele in growth toward a positive self-concept. The Center is a dynamic setting, utilizing the basic principles of a cybernetic model of the decision making process. There is a continuous feedback from action processes to concepts, principles and hypotheses. These latter are modified as a result of the data accumulated. Members of the staff change curriculum and methodology to fit into the needs and abilities of each individual. Flexibility is the keystone of a meaningful communication between teacher and student.

All members of the WOC community work together in an environment with little, if any, of the ritual rules and regulations that determine communication in conventional settings. Students are not obliged to come to school, as they are over the compulsory age of sixteen. If they attend the Center it is on a voluntary basis. They are held not by force, but by the relevancy of their experiences. The setting, and what happens in it, is perceived as need satisfying.

THE SETTING



The Work Opportunity Center is located in a building erected by a Masonic group in 1929. Approximately 50,000 square feet of space is allocated for the Center program. This area includes three large auditorium type rooms, and a large basement space used as a cafeteria. In the planning and renovation process, every effort was made to eliminate settings resembling those found in conventional school architecture. The original use of space by the training areas has been changed several times as a result of expanding needs in certain classes, as well as by several space utilization studies conducted by the staff.

The industrial training programs - machine shop, graphic arts, electricity and electronics, small engine maintenance and repair, dry cleaning - are located on one floor. Related areas - English, social studies, art, reading, mathematics - are centered within easy reach of each other. Four areas which commonly attract girls are located on the same floor: nurses aide, clothing, homemaking, charm, and dry cleaning checkout girl. Merchandising and marketing is also on this (second) floor. Business is on the third floor, and the food services are situated in the basement area adjacent to the cafeteria. Administrative and supportive services are located throughout the building. Groupings of similar skills aid in student mobility when projects may require use of the equipment and materials found in several areas. Teachers are also free to recommend tasks which include faculty members. Communication is enhanced by this fluid procedure.

Each of the skill training areas is designed for maximum use of equipment and easy communication between teacher and learner.

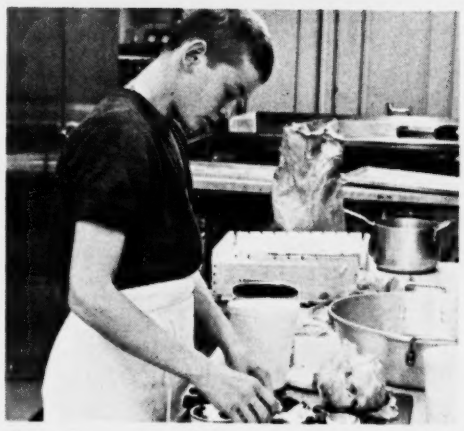
Students are instructed in all phases of a modern dry cleaning plant.

Dry Cleaning

The dry cleaning area consists of a complete small plant layout with professional service capabilities. It functions as a dry cleaning business primarily serving staff and students. Daily operations in all phases of the business are carried out by students under the supervision of an instructor. These operations include cleaning, drying, spotting, pressing and finishing.

Dry cleaning counter girls, working in the distributive education area, are trained in the intake and outgoing procedures typical of a cleaning establishment. These skills include invoicing, tagging, sorting, bagging and final sales.

All equipment in the plant is leased from a local dry cleaning company.



Students plan a menu for the week and then prepare all of the food.

Food Preparation and Service

Students assigned to the area are exposed to the same type of equipment, materials, techniques, and environment as that found in a hotel or restaurant kitchen. Training facilities are available for each of the six kitchen and dining specialities: salads, bakery, meats, vegetables, buffets, and customer service. The kitchen occupies approximately 2400 square feet of space, the dining room has 2500 square feet, and there is a classroom area of approximately 320 square feet.

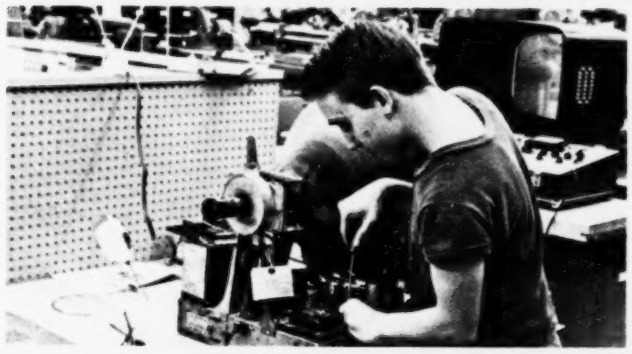
Standard restaurant equipment includes: broiler, ovens, deep-fry, grill, flattop range, meat saw, refrigerators, walk-in cooler, stainless steel sinks, steam cabinet, dishwasher, disposal, food slicer, mixer, coffee urns, freezers, steam tables, and a cash register.

Electronics

The electronics area is located on the stage of a large auditorium. The size of the area is about 25 feet by 50 feet.

There is one two-sided bench 12 feet long with a tunnel that has 120 volt alternating current and 6 volt direct current available. There is one 8 foot soldering bench and two 6 foot assembly benches. There are two 8 foot metal lockers for storage of the electronic measuring devices which include the following: VTVM, Transistor Tester, Oscilla-scope, Signal Tracer R.C.A., Signal Generator, B & K Analyst, Tube Tester, V.O.M. Meter, V.O.M. Meters.

There are also two tables. One is located in the center of the shop for lecture, discussion, and demon-stration purposes. The other serves as a library consisting of various manuals, magazines and pamphlets.



Students develop skills by prac-tical experiences.

Students can work at their own projects.

Machine Shop Area

The machine shop and metals tech-nical training areas occupy a large portion of the floor space in an audito-rium having a high ceiling and concrete floor. The 30' by 80' floor shop area is equipped with a number of light and medium-duty machines, hand tools, work benches, storage cabinets, and an office area.

Equipment includes: four lathes, three milling machines, two band saws, a sheet metal roller, a sheet metal bender, a surface grinder, a drill press, three arc welding units, and two gas welding facilities.

Safety measures are stressed in all techni-cal areas.

Instruction is individual or in small groups.

Homemaking
Personal Improvement and Foods

This training area is unique in its modern homelike facilities, individualized instruction and student personnel. Living, dining, kitchen, laundry and sewing areas are completely furnished as in a modern home. A carpeted living-dining room serves as a center for consulting, entertaining, instruction with audio-visuals, interior decoration, home-care and other activities. The "institutional look" is eliminated in the kitchen and other areas by use of many attractive cabinets, counters, tables, and built-ins. This spacious suite of four rooms covers over 1600 square feet. The kitchen-dining area consists of 3 complete modern kitchen and planning centers.

Various types of personal improvement activities take place in the bedroom area such as figure improvement, proper use of makeup, hair styling, and manicuring.

The laundry area is also used for a variety of activities. Laundry is maintained not only for the homemaking area but for the nurses aide areas as well. Voice improvement has been facilitated through the use of a tape recorder which is kept in this area. Other units such as hair shampooing and facial care are accomplished here also.

Homemaking
Clothing and Interior Decorating

Recognizing the need for the development of practical and salable occupational skills in the clothing and interior design fields a separate sewing room was added in the Center. This cheerful room has colorful drapes made by the students, color co-ordinated walls and blond furniture.

The 540 square foot area is equipped with modern sewing machines, instructional and illustrative materials and provides a complete efficient workroom for any type of sewing or handcrafts.

Major units emphasized include the fundamentals of sewing and wardrobe planning, consumer education in the clothing and interior design fields, basic home planning, tailoring and alterations, and business opportunities in the clothing and textile field.

Business Skills

Using a Dictaphone

Training in the technical skills required for entrance into business office occupations such as typing, filing, transcribing, keypunch operating, mimeograph operating, stencil cutting, adding machine and calculator operation is available to both boys and girls, high school graduates and non-graduates.

The 20' x 50' simulated office is equipped with manual and electric typewriters, three keypunch machines, a copier, a mimeograph machine, adding machines, a transcriber, as well as bookkeeping and filing materials. Desks are large standard steel units of the type generally found in modern offices. Their arrangement is functional. Telephone and receptionist training facilities are also available in this area.

A unique feature of the room is the location of an office and conference area for the office-training coordinator. This arrangement has facilitated the dialogue between coordinator, students, and instructor, and has resulted in improved placement activities. It has made students more aware of WOC's placement services and of current job opportunities. The coordinator is constantly in touch with business places and communicates new practices and procedures to the instructor.

Typing is a useful skill for every student.

Students learn to operate calculating machines.

Marketing, Merchandising and Sales Training

Two specialized areas included are dry cleaning counter (above) and cashier-checker training (below).

The classroom is set up to simulate a retail store, including a counter for intake and outgo of dry cleaning orders. Effective training aids include a checkout counter with a cash register, a tape recorder with taped lessons, phonographs and training records, mimeographed lessons and work-sheets, films, training guides with accompanying lesson plans, transparancies for use with an overhead projector, and a tele-phone training system. Samples of food and other articles found in a store stock the shelves and cabinets.

A number of counters, cabi-nets and shelves are used for stock work and display training. Display, advertising, and sales promotional techniques are prac-ticed.

Theoretical and practical instruc-tion is provided in clerical skills, duties of sales persons, the selling process, and human relations.

Nurses Aide and Hospital Orderly

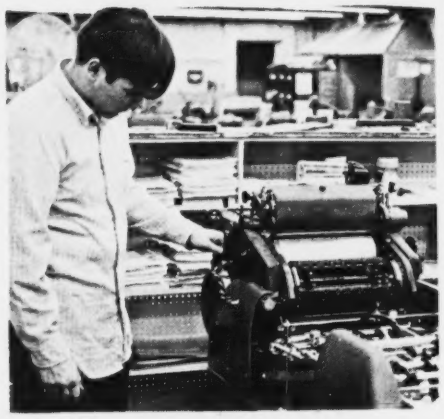
The space allocated for this program resembles a typical hospital room as well as a training station. A manikin, a hospital bed with bedside table and stand provide the student with realistic practice in making beds and handling patients. All the basic clinical equipment is available either at the Center or in the hospitals and nursing homes where the students receive training concurrent with that offered at the Center. Trainex filmstrips are used for their visual impact. A large library of books and worksheets is open for student use.

A manikin is used for student demonstration work in the classroom.

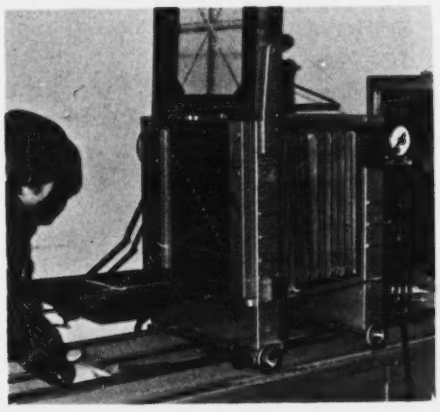
Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. (right) This experience is also valuable to students in home situations.

Students taking this course are instructed in the knowledge and skills necessary for working as aide's or orderlies in hospitals and nursing homes.

Graphic Arts



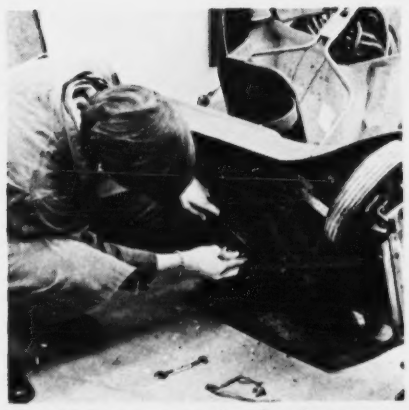
Students become proficient in printing procedures.



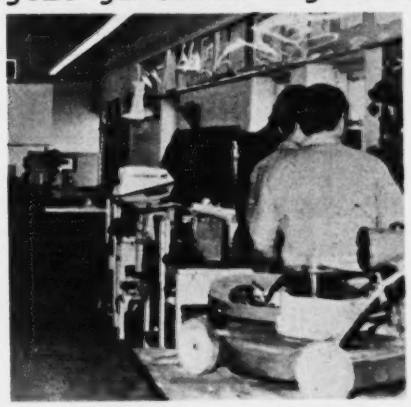
In this training area students are introduced to the basic work stations of a complete photo-offset printing shop: composition and layout, varitype operation, platemaking, presswork, camera operation, darkroom and finishing operations. Students are cycled through these work stations in an effort to provide variety, breadth and depth of experiences and a proficiency in these operations. Major emphasis is placed upon the operation of the offset press and upon routine maintenance procedures. Equipment includes three 1250 multiliths, three nuarc light tables, four drawing boards, a paper cutter, a headliner, a varityper, a folder, a stapler, a vibrator, a GBC plactic punch, and one plate burner. The dark room is equipped with a Clydesdale offset camera, a temperature control sink, and two enlargers.

Small Engine Repair

The expanding use of small gasoline engines on lawnmowers, small tractors, snowblowers, snowmobiles, chain saws, portable light plants, water pumps, and marine vehicles has opened a market with vast potential for maintenance and repair services. Individualized instruction is provided in a 12' x 50' combination office, classroom, lab and shop room. Major equipment includes: one 60 h.p. inboard marine engine, one 30 h.p. outboard engine (cutaway display model), three 6 h.p. outboard engines, an assortment of different cycle and horsepower engines, outboard motor test tank, large window exhaust fan, parts cleaner tank, and a spark plug cleaner-tester. A mobile tool rack was designed and built by students and there are five two-man metal topped work stations with hand tool panels.

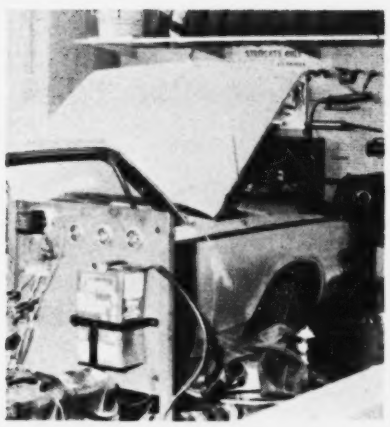


Students work independently on a variety of WOC, student, and customer owned two & four cycle gasoline engines.



Auto Service Station

The Work Opportunity Center Station is a typical neighborhood auto service station doing a small sales, service, and minor repairs business. It occupies a corner location in a light commercial area about one mile from the Center. The station is leased from the American Oil Company. Two gas pump islands, with a total of five pumps, service the two street entrances. A small office and display area is used as an informal classroom. The double garage contains one platform hoist and one spider hoist, and functions as both lab and workshop. Outside the building is an enclosed tire-rack and parking space for ten cars. The station covers an area approximately 100 feet by 80 feet.



A stock of parts, tires, batteries, lubricants, gasoline and oils (adequate for this small operation) is being paid for with profits from selling gas. Remaining monies pay for current expenses. Aside from instructional salaries, the operation is self-supporting. Gasoline sales average approximately 4,000 gallons per month. The repair area is equipped with about $4,000 in tools and test equipment. The station is open to customers from 10 A.M. to 6 P.M. Monday through Friday. Training classes begin at 8:30 A.M.

Creative Art

The students can learn more about the world of art by creating the idea they have at that moment. No waiting and hoping that this will be a class project sometime "this semester or year". They can start now. They may wish to throw a pot; learn how to use brushes; how to mix and use colors; find out about printmaking; make a sand cast; search through the "scrap" boxes and work out a 3 dimensional structure, or 2 dimensional wall hanging; try a weaving or beatik or tie dyeing; sculpture in clay, wood, plaster of paris, paper or metal; work up a design in pen and ink or pencil; exploiting textures, or stretching canvas on a new shape. Materials are available for each of these creative endeavors.

Related Communication

The walls of the room are painted in attractive colors, and posters adorn the area. All the work was done by students. Book racks are used as room dividers. These are filled with paperbacks. An overhead projector and record player can be used as needed. A large variety of books, workbooks, worksheets, magazines, and records are available to fit the needs and reading level or any student.

Related Social Studies

A wide variety of materials are utilized to meet the diverse interests of students. Some fifty periodicals, including such publications as Jet and Saturday Review are available. An array of paperbacks, often numbering some 500 titles, are displayed for reader perusal. Materials prepared by the Minneapolis Public Schools Task Force on Minority Cultures provide a wealth of readings on all cultures. Filmstrip projectors, record players, a Bell and Howell Language Master serve to provide audio-visual stimuli.

Related Mathematics

A wide assortment of creative and stimulating materials are used in teaching related mathematics. Games stress equations, mathematical concepts, and problem solving. A language laboratory, an EDL Math Series, tapes, and filmstrips all add interest and variety as motivators for student involvement. The focal point of instruction and evaluation is the new program sponsored by Honeywell Corporation called the Time Sharing Arithmetic Test Generating Project. This is a computer which uses a teletype terminal and can provide a virtually infinite supply of different forms of tests and worksheets.

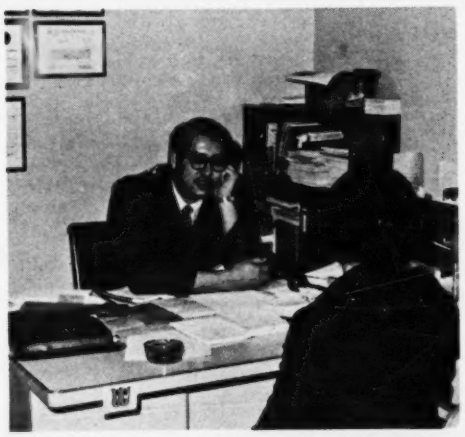
Reading Center

The developmental reading program is a vital part of the educational offerings at the Center. Screening tests are given to each student during orientation. Reading deficiencies are identified. Equipment and materials used in the development and remediation of reading skills include: EDL Controlled Readers, SRA Reading Accelerator, Bell and Howell Language Master, tape recorder, SRA Reading Laboratory, Building Reading Power Kit, and many books at various levels. Other aids include the Reader's Digest Skill Builders, New Practice Readers, and Teen-Age Tales.

Supportive Services

The dropout often constructs a complicated system of mechanisms to protect his self-respect. He has learned to rationalize his behavior, blame others as the principal cause of his failure, and to condemn the society he perceives as having disregarded him. As this young person begins to experience success and acceptance in the WOC environment he must begin to formulate a new way to look at his behavior and the world about him. This is not an easy task. Counselors, social workers, outreach personnel, the school nurse, work coordinators, and instructors cooperate in giving support and professional service while the student continues in his classes. The client is thus encouraged to pursue training while restructuring his way of solving problems.

As the student reaches the end of his training program, he begins a series of meetings with a work coordinator. The coordinator, student, and teacher of the training area all evaluate the client's progress and readiness for work. A position is obtained commensurate with the trainees' abilities, achievement, and readiness for work. Once on the job, the coordinator makes periodic visits to the employee and the employer. Often it is necessary for the person to return to the Center for more training. Employers have been most cooperative in this endeavor.



Student health needs are ministered by the school nurse. Every new student has a private interview with the nurse. Each student must have a complete physical examination. (Several training areas, especially food services and nursing require this). Follow-up treatment indicated by the examining physician are coordinated by the nurse.

Outreach personnel provide several types of supportive programs. When students fail to appear for classes, a member of the outreach staff will call them or visit their homes. Often students are brought to school by the outreach person. While on their rounds these members of the staff contact young people who have dropped out of school and who are not enrolled at WOC. This recruiting function is an important asset to the Center.

Administrative Functions

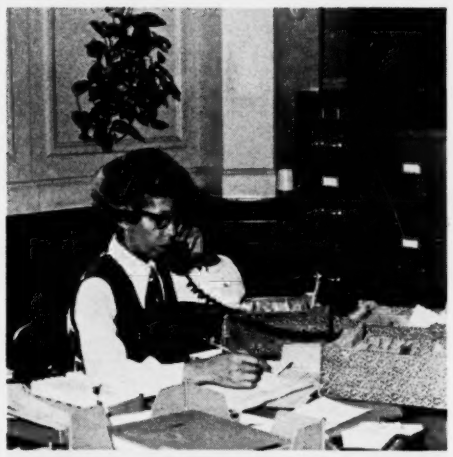
In addition to the Director of the program, WOC has been fortunate in having a staff of specialists who have contributed to the operation of the Center as well as to the research and publication that has been generated during the past four years of experimentation.

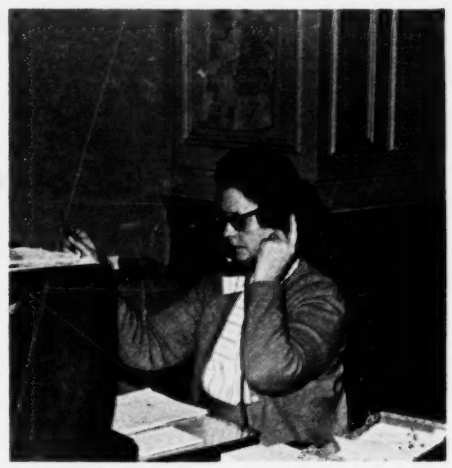
The general coordinator functions as assistant-principal; does the scheduling of students into classes; and gives direction to the activities of the work coordinators.

The curriculum development specialist works closely with teachers in the creative aspects of devising materials and techniques to motivate students. He is also responsible for unifying these efforts, and disseminating them to other Center faculty, to the Minneapolis School system, and through the publication of an extensive set of manuals to others throughout the country. He also directs the activities of the curriculum and materials development center.

This is an area which houses a vast array of equipment and supplies for classroom use and for the design of unusual class aids.

The Work Opportunity Center has an experimental function as well as a skill training one. For the period 1966-70, it has operated as a national pilot project for the education of dropout youth. The research staff has encouraged a variety of experiments and has examined resulting data. This evaluation of process is ongoing and dynamic. Feedback can be provided in a very short time, and changes can be implemented with each new student entry group. Studies on all phases of Center activity are available.

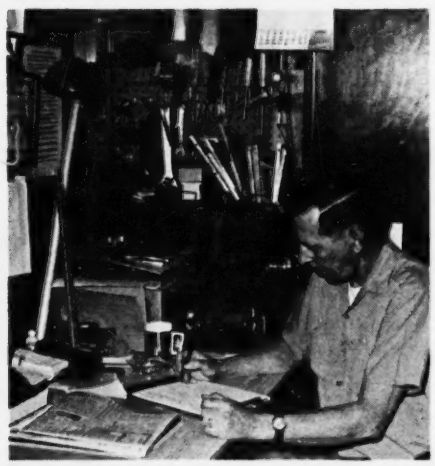
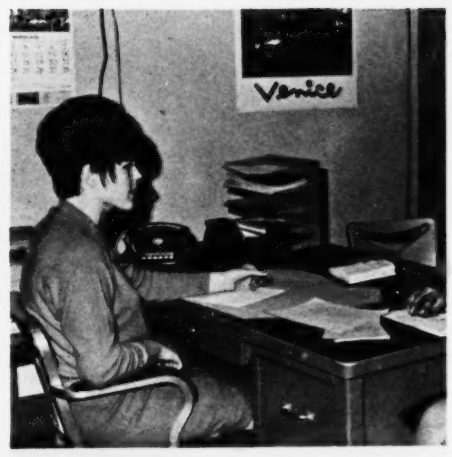




Clerical and Janitorial Staff

Students of the Center are in close daily contact not only with faculty, but with members of the clerical and janitorial staff. One of the great sources of pride is the very positive relationships of our students with these members of our staff. Many of the students, for example, work on NYC jobs under the direction of the school engineer. Every student comes in frequent contact with the attendance clerk, the receptionist, in the personal service department, and with the clerk in the counseling suite.

The administrative aide who coordinates the activity of the clerks, and the chief engineer are always present for faculty meetings. Their role in the implementation of programs is important if success is to be achieved.

THE OBJECTIVES OF THE WORK OPPORTUNITY CENTER

The general objective of the Work Opportunity Center is to provide skill training and related subjects that can lead toward a job, as well as graduation, for youth who have withdrawn from high school.

This broad objective is translated into action through specific operations:

1. Outreach.
2. Personalized schedule: to be implemented at a pace set by pupil and teacher.
3. Motivational devices.
4. Curriculum development.
5. Supportive help.
6. Work-attitude orientation.
7. Job placement and follow-up.
8. Referrals.
9. Research and evaluation.
10. Dissemination of techniques and results.

The operational definitions of these objectives will be given in the following chapter.

SUPPORTIVE HELP

Students need assistance in solving the problems encountered in enrolling at the Center, choosing a plan of study and training, persisting in this plan if it is practical, changing programs when necessary, seeking and maintaining jobs, returning to the conventional high school, personal and social adjustment problems, health, and in many other aspects of maturation and learning.

This on-going help is provided in a coordinated way by members of the counseling, personal service, and work coordinating agencies of the Center. They work together and with the teaching members of the faculty.

RESEARCH AND EVALUATION

Areas and procedures for evaluation and research have been formulated from the inception of the Center project. All techniques: instructional, motivational, work placement, follow-up and counseling, are the subjects of continuous evaluation. Changes suggested by the results of such evaluation are put into effect with a minimum of time loss.

Research studies have focused on three major phases: student characteristics, procedures to maximize student involvement in learning, and follow-up. The investigation of each phase has resulted in a number of publications. These are listed in the Appendixes of this Report.

DISSEMINATION

The work and progress of the Work Opportunity Center are reported in a series of publications which are sent to federal, state, and local groups. A list of all publications is made available each year, and requests for copies are honored. The studies include monthly, quarterly, and yearly technical reports; and individual studies which deal with some aspect of the objectives of the program.

SCOPE OF THIS REPORT

The Work Opportunity Center is a many faceted program. A student is looked upon as a whole person who needs to learn and grow not only in academically oriented and skill subjects, but in all areas of physical and psychological development. Programs must be developed and assessed which will reach into every phase of the life of young people, especially the educationally disadvantaged. This latter group has been functioning on the periphery of academic and social involvement for a very long time. When the Center opened in 1966, models and programs for such youth were not readily found. Members of the staff took available theory and research and began to design programs and approaches which appeared to be feasible and attractive. All resulting activity was evaluated, and changes occured with frequency and alacrity.

This final report based on the excitement of experimentation, change, and involvement is an attempt to describe this phenomenon.

The first chapter includes a description of the facility. The various functions, their geographic and physical layouts are portrayed in word and picture. What happens in these areas is explained through a statement of objectives and their reasons for being.

How does the Center staff implement the objectives of the program? Many means were used and each subjected to the scrutiny of relevancy and productivity. In the second chapter, the methodology of involvement, research and evaluation will be described.

The results of four years of contact with thousands of young people who had largely abandoned the search for education provide a vast array of data. This information will be sifted and organized into sections which will parallel the objectives of the Center program. Data, methods, curriculum guides, course study guides, etc. will all be included in this third chapter and in a collection of appendixes.

The final chapter will focus on the conclusions reached by members of the entire faculty. Recommendations based on these conclusions will also be presented. This section of the report will perhaps be the most vital. It is not only a retrospective analysis, but a vision of the future.

CHAPTER II

METHODOLOGY

Introduction

The Work Opportunity Center is a complex operation. It involves not only the training and placement of youth in jobs commensurate with their aptitudes and interests, it includes the outreach and follow-up procedures that precede and carry on the educational function. An atmosphere of informality, acceptance of personal modes of dress and behavior, recognition of the student's right to explore and experiment, supportive services that are available when needed, a relationship of mutual respect between staff and students, all unite in the gestalt that is WOC.

To organize and describe the many activities that have been carried on during the past four-year period is a monumental task. One way in which this task can be accomplished is to describe how each of the previously stated objectives was implemented, evaluated and modified as a result of the evaluation. The actual results of these activities will be presented in Chapter III.

Outreach

Young people who drop out of the high school environment do so for many reasons. A common feeling that does exist in the group as a whole is a distrust of the educational process. They have been left out, and this perception is translated into rejection. How can they be brought back to an educational program? This has been achieved in the Center by a number of methods.

1. Outreach personnel, adults from the neighborhoods where the dropouts live, visit the places where these youth congregate. They tell the WOC story and urge the adolescent to give it a chance. Several modifications of this approach have taken place during the past four years.

2. Enrollees of the Center recruit their peers. They bring a friend who has also left school. At one time, a group of students was paid a small sum to reimburse them for the time spent in recruiting. This procedure was discontinued after students did it because they liked the Center and felt it would help others as well.

3. Counselors at WOC have close contacts with counselors in the junior and senior high schools of the city. Students who are ready to withdraw from school are referred to the Center.

4. WOC social workers keep in close touch with welfare agencies, the courts, parole officers and detention centers. This is necessary not only because many of our students are referred by such agencies, but some of our students are involved with one or more of these groups during their stay in our school. Contacts are continuously maintained between our social workers and their colleagues in the junior and senior high schools.

5. The WOC program is recognized as a successful effort by various segments of the community. Individuals in these locales encourage young people to seek our services.

6. Several interesting publications are also used to attract clientele.

    a. A 20-page multicolored brochure which tells the WOC story in work and picture.

    b. A flyer entitled "Where the Action Is" describes some of the success statistics in the areas of health, job placement, counseling, training, credits earned, and graduation achieved.

    c. A brochure of case studies of successful students. A student from each training area is described, the program he or she followed, and the success achieved.

    d. A multicolored flyer advertising our special summer program of 1969.

7. Members of the Center staff, especially the Director, have told the WOC story with the use of slides to groups throughout the country. Their presentations in and around Minneapolis have contributed greatly to the outreach procedure.

These many phases of outreach into the population of school dropouts have resulted in a constant flow of applicants to the Center.

A Personalized Schedule of Activities

What the young person will do while at the Center is a result of discussions between him, his counselor, and area teachers. Tasks are geared to the individual's own ability and speed of operation.

Student Goals

Each student who enrolls presents a somewhat different goal. These

goals can be placed into five broad categories:

1. Technical training and job placement. The students who are mainly interested in obtaining vocational training so they can obtain well-paying jobs.

2. Return to high school. Many students state that they want to return to school after they have solved their problems. They wish to remedy academic deficiencies and to earn credits for transfer to other schools.

3. High school graduation. About 12% of WOC students come to the Center with 20 or more academic credits. These young people have withdrawn at the end of their junior year or during their senior year. They can earn the remainder of their credits at WOC, have them transferred to their former high school, and they can graduate from there. The WOC does not confer diplomas. It is felt that graduation from the "home school" is more meaningful to the student.

4. General Educational Development Tests (GED). Students who are over 18 years of age, and who do not desire to return to school can prepare for the GED and receive a high school equivalency diploma.

5. Exploration. This category includes those who are not sure what they can do. They want to try out a certain training area and if they do not like it, they can feel free to change to another.

Implementation

Flexibility is the key to success in the attainment of these courses of action. Members of the staff must change procedures on the basis of data provided by student achievement as well as feedback supplied by members of the supportive service department.

Each student works at his or her level of accomplishment. There is not the usual presentation of material for every member of the class to follow during a specific period. The individual approach makes it possible for a student to enter a training or related area at any time. This facilitates change of emphasis on the part of the learner. Changes are not made without consultation between the student, his counselor and instructors involved in the change.

Motivational Devices

Members of the Center staff have continuously evaluated the techniques used to involve young people in fulfilling the goals they have selected for themselves. No grades are given, but student progress is

measured each day as each small unit of work is completed. The learner is asked to recognize the measure of his growth. He compares what he can do today with what he did yesterday. The close contact of teacher-student results in a better insight by both into the ability level of the learner. A teacher can urge a student to do better because both feel that better work can be achieved. The student can also compare his output with that of his peers. He can be motivated to maintain their level of productivity or surpass it.

Certificate of Merit

Possibly the most productive of devices has been the Certificate of Merit. This award is given by some instructors at the end of a specified course of study. The certificate states that John Doe has achieved a level of skill after spending a specified number of hours in the training area. For young people who are seeking jobs without a high school diploma this certificate can be a valuable asset.

Other Devices

Other procedures which have been used selectively by the staff during the past four years include the following.

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

10. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

11. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however,

encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

12. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

13. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of WOC. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour or work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the WOC program.

14. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

15. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

16. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

17. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

18. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

19. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

20. Unstructured Time - Students are invited into the sewing room to work on interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

Curriculum Development

This most important function of the project has received constant attention from the staff. Creative innovations have been tried and, when found successful, have been shared with fellow staff members at the Center as well as with teachers in the Minneapolis school system. Many unique experiments have been attempted utilizing new types of audio-visual equipment in every training area. Teachers have explored almost every source of books and materials, often adapting existing procedures to the needs and level of our students.

Curriculum Techniques

While continually striving to develop a relevant learning experience with which each student can freely engage, the teachers at the Center have experimented with many techniques.

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are aksed to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individuals attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship...."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to make students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students "pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are

carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashiers that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

In the development of curriculum and methodology, instructors must keep each student in mind. The only "hold" the Center has on its clientele is the meaningfulness of the relationship established between teacher and student. These positive relationships are not always easy to establish. In fact, they are not established at all in some cases. We have our drop-outs, too.

Supportive Help

Young people who come to the Work Opportunity Center need a great deal of support in their progress toward a positive goal attainment. Without a strong and well-trained staff in the orientation, counseling, personal service, and work coordination areas the Center would not be able to function successfully.

Orientation

The approaches to education and the environment of the Center differ from those of the conventional school. An enrollee needs some guides in order to become acclimated to WOC. Various procedures have been tried in an effort to supply the needed information and student feeling of

acceptance.

Orientation programs have varied from one to four days. Presently a two-day format is used. During this time:

1. The enrollee is given an opportunity to tour the Center with student guides. This provides an opportunity to ask questions of peers without staff involvement.

2. Group sessions emphasizing name recognition - each individual learns the names of all others by name games - and general information about the school attempt to put new students at ease.

3. Free lunch is provided.

4. Counselors explain the program.

5. Afternoon group session to help on any problems, and options available.

6. Each student is given a general eye and ear examination and a health form is completed. Arrangements are made for a free physical examination through the WOC or the student must make personal arrangements.

7. When the physical examination has been completed, students are given a time schedule for classes.

Counselors

Both individual and group counseling approaches have been used. The traditional techniques are not often appropriate to our students. The counselors must explore new ways to meet their needs.

1. Counselors are quite direct in helping students set up both short and long-range goals. They may use the contract technique.

2. Individual contacts are essential. Group sessions are used as a supplementary program. Our students have problems which are often unique and can be remedied only through a personal relationship with a counselor. Counselors can often help the client accept an undesirable situation until change can be implemented.

3. Socio-behavioral approaches seem to be effective. The concept of extinction in this model is also valuable. When a student comes to the counselor to unburden troubles, discuss family crises, and expand on his negative feelings about himself, he is encouraged to concentrate rather on the positive aspects of his present environment and success. A stress is placed on a bright future rather than a dismal past. If a student finds that he has overstepped certain limits, he can use the counselor as a sounding board for evaluating his own actions.

4. The counselor is a vital part of the team which is involved in the student's progress. The team includes the student and his instructors as well as parents and outside agencies. The counselor serves as case manager in this team approach. He also works closely with the social workers and work coordinators. He can coordinate progress and follow-up at all levels of goal attainment.

Personal Service

The activities of this department are broad and reach into every phase of the student's contact with the Center.

1. The outreach workers assist in a multitude of ways in the department. They seek out students that have been absent for an extended period of time. This task may include visiting homes or places of work, and in some instances entails bringing the students to school. They assist with the intake and orientation of new students, assist the nurse with intake health interviews and help follow-up students with particular health needs. They provide building tours for visiting parents, prospective students, and other interested people. They are used to provide transportation to hospitals, students' homes, students' work and various welfare agencies in the city. Another important aspect of their job is the time that

they spend as paraprofessional social workers in listening and attempting to help students find answers to their problems and concerns.

2. The school nurse, another staff member in the Personal Service department, is involved with the intake and orientation of new students and supervises the physical examination program and the referrals to specialists. She also supervises the follow-up of students who have been referred for special physical and dental health services.

3. Our social workers provide a variety of tasks:

    a. Intake and Orientation. Social workers explain the Center program to parents, students, school counselors and social workers from both schools and other social agencies. During the intake process, counselors refer students that have special problems of a social or psychological nature. The social workers can become acquainted with these clients and explain the services which are available to them. The social workers conduct weekly orientation sessions which include group meetings and panel discussions. The workers also follow up students who do not complete this process.

    b. Casework. The social workers provide supportive help on a continuing basis for those who seek individual therapy. They also provide services to those students referred by teachers, counselors, work coordinators, and other staff members. Formal long-term appointments may be set up by the student on a weekly basis. Short-term (crisis intervention) meetings with students can be held until the crisis passes or the student has been referred to the appropriate resource. The "life space interviews" (informal talks) take place in the hallways, on the stairways or wherever the opportunity for being involved with a student presents itself.

    c. Group work. This program utilizes the basic Social Group Work method in helping students achieve a purposeful group experience and to help enhance the social functioning of each member of the group. The sex education discussion group uses a team approach in which the social group worker and the school nurse provide the leadership for this necessary phase of personal development. The Student Advisory Committee group is made up of students selected from each technical and related area. They serve to channel students' needs and

expectations to the faculty and especially the administration. Group work has been integrated into actual class situations in such areas as Distributive Education, Food Service and Service Station. Other groups have been established on the basis of student needs and have been of both short and long duration.

d. Intra-school relationships. Social workers are frequently called upon by teachers to discuss individual students -- their situations, needs and academic expectations. Frequently this is done on an informal basis. Occasionally, formal staffings are held in which the worker is called upon to provide descriptive and diagnostic material and to suggest alternative solutions. The social worker functions as a team member along with counselors, teachers, work coordinators, the nurse, and administration in developing goals for students.

e. Referrals. The social worker plays the role of catalyst in seeing that students with existing needs find available community resources to meet these needs. In so doing, the social worker particularly works with the Board of Education, Court Services, county public welfare department, and private social agencies. We also work closely with these agency personnel in an attempt to coordinate efforts and provide continuity of service.

Work Coordinators

The coordinators work together with the counselors and instructors in the placement of students after they have been adequately trained. A student who needs a part-time job in order to stay in school can also be placed if positions are available.

The coordinator is the bridge between school and the world of work. He also functions, in his one-to-one relationships, as a meaningful link between the student and his experiences in school. What better incentive is there for continued effort and persistence in education by a student than the dignity of a satisfying job and an adequate pay check.

Coordinators are the Center's liaison with other programs including the Neighborhood Youth Corps, National Alliance of Businessmen, and the Labor-Education Apprenticeship Program.

Our team of coordinators has experienced a great deal of success with our clientele. They establish a good working relationship with the students and with employers. The means by which they perform their important function are explained in detail later in this chapter under the heading "Job Placement and Follow-up."

All members of the supportive staff work closely together and with instructors in maintaining a valuable flow of information, skills and successful procedures.

Work Attitude Orientation

Entering students often do not manifest an accurate appraisal of the world of work. Unrealistic expectations of salary, work output, punctuality, and attendance are common among school dropouts. It is a slow but rewarding process to help in the restructuring of these attitudes. Teachers, counselors, personal service staff, and work coordinators all have a share in this modification process.

1. Attendance is rewarded by teachers through praise, coupons, added responsibility, and positive support and encouragement. A drop in attendance is followed up with phone calls and even visits to the home.

2. Good work habits are praised. Each student is helped to improve by the instructor. Poor procedures are checked early. Evaluation is immediate and correct procedures are substituted. The student learns that poor habits are not acceptable and may lead to termination of training unless improvement takes place.

3. Field trips are taken to places where the students may eventually be employed. They see and talk to workers who are successful.

4. Group guidance techniques are utilized by counselors and coordinators to acquaint students with appropriate behavior patterns.

5. A primary goal is to help the student to understand himself better. To realize more fully his potentiality. In this manner, the dropout grows in self-respect. As he does this, his attitudes towards working with others are enhanced.

6. Coordinators follow-up on placements. They offer help and encouragement while students are on the job. They check with employers about employee weaknesses and they aid in the correction of these weaknesses.

7. Follow-up questionnaires are used requesting student reaction to the WOC program and its effectiveness in the area of attitude modification. Pre-and post-testing of attitudes toward self are also part of the effort in behavior modification.

8. Girls take advantage of the opportunity to develop poise and to learn correct grooming and dieting procedures.

This "Path To Charm" course is offered in the home-making area. The attitudes of many have changed after this experience.

Job Placement and Follow-up

Job placement, success on the job, and bringing a worker back to the Center for further training if needed, are all functions of the coordinators. All this is done by specialists in the three areas of training: Technical and Industrial, Business - Clerical, and Distributive Education.

1. Knowledge of Job Market. Finding jobs for high school dropouts is not an easy task in the best of economic times. A thorough knowledge of the job market, kept up to date by visits to local industries and a careful survey of the daily want ads, is necessary.

2. Rapport with employers. Many of our students have to be placed in "work sheltered" positions. Some have to return to WOC for additional training, others are on cooperative programs of work and school. When a student completes training, a job must be secured. All this requires close contact between employer and coordinator. This is accomplished by frequent calls and visits. An important way to maintain a working relationship is to do everything possible to encourage the new employee to stay on the job and produce.

3. Job Placement. Many methods are utilized in this endeavor. Through interviews with the student and his skills instructors, an effort is made to place the youth in a suitable job. The coordinator will set up an appointment between the student and employer. He may even drive the young person to the interview. The coordinator helps the applicant in filling out necessary forms, and may give him advance instructions on how to take tests.

4. Follow-up. This phase is carried out through visits to employees while they are on the job and by asking the worker to come back to the Center periodically for an interview. Phone calls are also necessary to keep the student going to work. Employers are interviewed and their evaluations and reactions are given serious consideration.

5. Attitude toward work. Success depends more on having and maintaining a suitable attitude than on the possession of a salable skill. Coordinators work closely with counselors and teachers to help modify the attitudes that dropouts bring toward work and responsibility. They do this through interviews, group work, field trips,

talks with employers, and visits with students on the job.

6. One of the coordinators - Business and Clerical - has her office in the classroom used to train young people in this area. Her daily contact enables her to know the students better. Other coordinators visit the areas of their responsibility almost every day. They make contact with students before they are ready to be placed.

Referrals

Referral is a two-way operation. Clients are referred to us and we in turn refer our students to other agencies. Referrals also occur within the Center as members of the staff use each other's expertise in a total program of help for students.

The principal referring agents are high school counselors, school social workers, our students, correction agencies, and social service agencies.

1. Our staff counselors maintain a close communication between the Center and the senior and junior high school counselors. Transfers from other schools are facilitated and much red tape is eliminated.

2. Students who are satisfied with their programs will often urge other dropouts to come to the Center. A student will bring a friend to his counselor. The counselor will talk to the young man or woman, and set up the enrollment process.

3. Social workers in the personal service department, as well as counselors, maintain a very positive line of communication with correctional agencies and detention centers. We have a significant percentage of students who are on probation or parole. Their progress is observed and our staff works closely with the agency people.

The facilities of the Center cannot always fulfill every student need. A list of supportive agencies is available.

1. Students who need medical care are sent to cooperating doctors.

2. Students who are in need of legal, financial, social and psychological services are referred by social workers and counselors to appropriate agencies.

3. A big referral area is the job market. This aspect of our program is handled with finesse by our coordinators.

Communication between faculty members is excellent. Students can move from one area to another with minimal complications. Teachers cooperate with one another in the planning of certain training programs. A few examples:

1. Drycleaning checkout clerks are trained in the distributive education area.

2. Lessons in poise and grooming are offered to clerical trainees by the homemaking area.

3. Social studies, reading and English instructors offer a joint program in the exploration and study of current problems.

Research and Evaluation

Areas and procedures for evaluation and research have been formulated from the inception of the project.

Evaluation is an on-going process. Change in Center procedures and materials is made after results are analyzed. In most cases teachers can alter their approaches almost immediately after being appraised of the level of their effectiveness in reaching and holding students.

Many changes have occured in Center policy and modus operandi as a consequence of evaluation. The objectives of the program have not been altered significantly, but the operational definitions have certainly been changed.

Most of the evaluations were designed and implemented by staff members and the research department. A few visitations have been conducted by outside agencies for the purpose of evaluating Center activities. The results of these reports were sent to the Minneapolis Board of Education, State Department of Education, or to Washington, D.C.

The three main categories of experimentation are: the student; the program; and follow-up.

Studies on the student include:

1. Results of physical examinations.

2. Referral sources. Where do our students come from?

3. Family background.

4. Educational history.

5. Work patterns and types of jobs held.

6. Attitudes and self-perception questionnaires.

7. Reading level.

8. Educational programs at WOC.

9. Attendance patterns.

10. Types of jobs selected.

11. Appraisal of their WOC experiences.

12. Student plans for the future.

13. Minority groups.

Much of the data gathered for the above studies was taken from cumulative files, referral agencies, and questionnaires completed at orientation and at other times during the student's stay at WOC.

Studies which have focused on the program include:

1. Curriculum offerings and revisions.

2. Techniques which have proven successful with educationally disadvantaged youth.

3. Materials used in instruction.

4. Counseling techniques.

5. Job placement procedures.

6. Outreach effectiveness.

7. Motivational devices.

8. Enrollment procedures.

9. Attendance charts.

10. Reasons for student withdrawal from WOC programs.

11. Cost analysis.

Follow-up studies are conducted. They cover such areas as:

1. Job success as measured by employer and employee evaluation.

2. Returnees to regular high school programs.

3. What our "graduates" are doing six months and one year after leaving WOC.

4. Students who applied for admission but who did not enroll for classes. What are they doing six months and one year after coming to WOC.

5. Students leave the Center for reasons of poor attendance. What happens to them?

Many studies are longitudinal in scope. These provide a valuable perspective for assessing success of the total WOC experiment.

Dissemination of Results

The results of research studies as well as curricular methods and materials are reported to interested parties by means of:

1. Monthly letters: The activities of each area of the Center are summarized.

2. Quarterly Technical Reports: In these publications the operations of the Center and its end product are presented by means of case studies of successful students. Significant studies on the personality, attitudes, needs, education and placement of our clientele are summarized. The reports provide a good overview of the objectives and philosophy of WOC. They also provide a factual documentation of how the objectives have been implemented and their effects on students.

3. Special reports to federal, state, and local funding agencies. The activities of a particular year and the plans for the succeeding year are presented to funding agencies. Financial reports are presented quarterly and annually.

4. Research reports on specific topics dealing with the three research categories described above: student, program, and follow-up.

5. Course outlines designed by instructors to meet the needs of students.

6. Flyers and pamphlets done in an attractive format and written for popular consumption. Data about the Center is presented succinctly and graphically.

7. Addresses by members of the staff to groups throughout the country. Convention presentations, testimony before legislative bodies, talks to PTA and civic organizations all carry the "WOC story."

8. Articles in magazines, newspapers and technical journals.

9. Visits to the Center by groups from Minnesota, the nation, and several foreign countries including: France, Britain, Japan, Phillippines, Korea, Vietnam, and Thailand.

Summary

The many objectives of the Center have been operationally defined. The methods and procedures used to implement our goals are as diverse as the departments that carry them out. A common theme binds them all: giving an opportunity for success to those who have withdrawn from the mainstream of American education.

In the next chapter the results of our efforts are presented. Data is organized to fit under appropriate objectives. Tables, charts, and graphs are used to summarize statistics in a legible manner. Forms, questionnaires, inventories, flyers, etc. are all placed in the appendixes. Titles of curriculum materials which have been published under separate cover will form separate volumes of this final report.

CHAPTER III

RESULTS

An anlysis of WOC's dropout treatment and prevention system results in the subsystems listed within EXHIBIT A (next page). Students normally experience these services in the sequence illustrated by the flow chart of EXHIBIT B.

In this chapter, data, observations, and results from studies which specify student input characteristics, procedures within the treatment subsystems, and student output results are presented.

Student Input

Data presented in the following paragraphs are based upon information from 3 sources: a sample of 100 WOC students' cumulative record folders, a sample of 364 student intake interviews from the 1968-1969 school year and a sample of 597 intake interviews collected during the 1969-1970 school year (total N = 1061).

Family Status

It was found that 53% of the total sample came from homes which had been disrupted by divorce, separation or, in a few cases, by the death of a parent. Home and family disruption with its emotionally fraught circumstances is a major factor related to poor achievement and behavioral difficulties. The breakdown was as follows:

34% divorced parents

8% parents separated

11% one or both parents deceased

53% (N = 1061)

Exhibit A.

The Work Opportunity Center

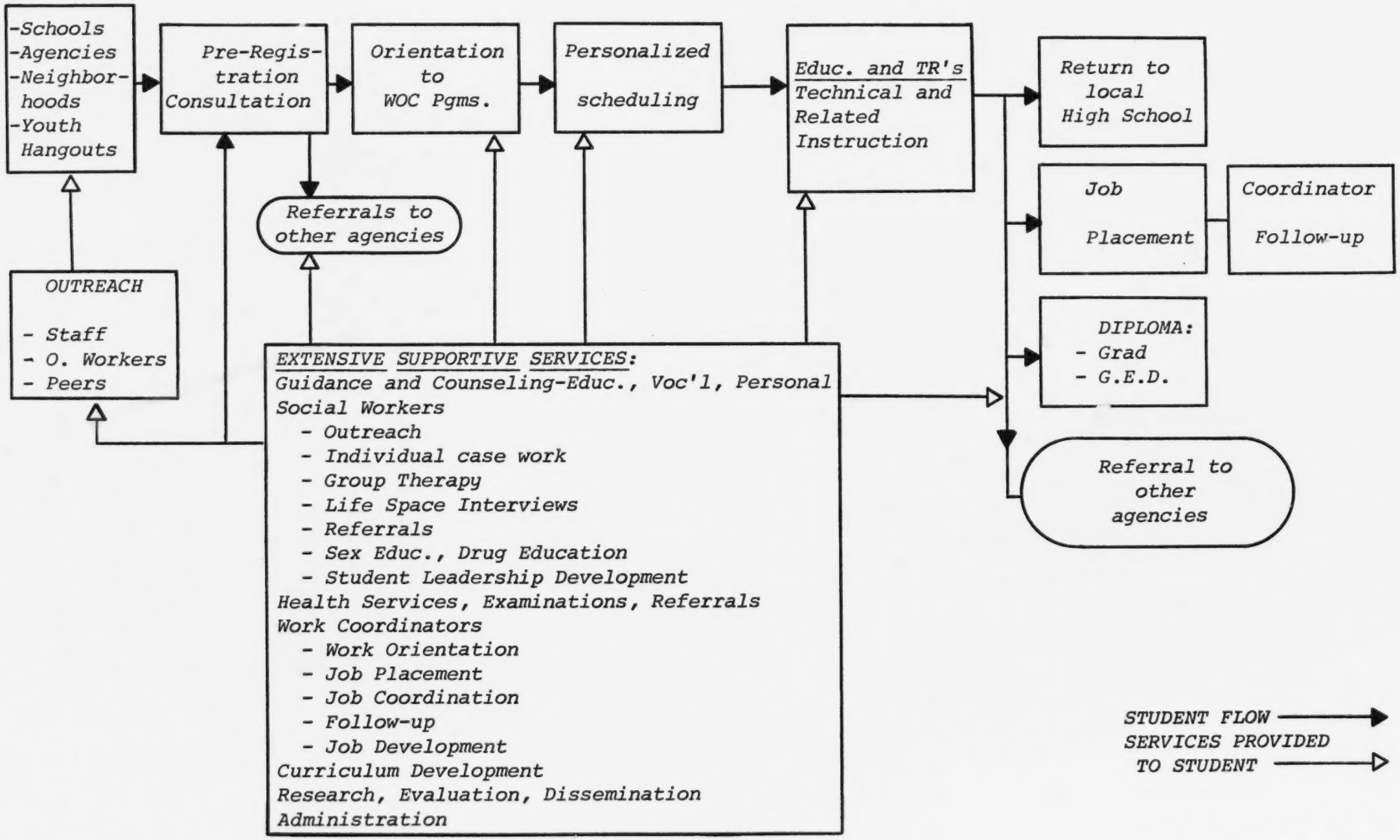
Dropout Treatment and Prevention System

Treatment Subsystems:

- Outreach, pre-registration consultation
- Orientation
- Personalized Scheduling
- Technical Training
- Related Instruction
- Job Placement, Follow-up
- Supportive Services
  - Individual case work
  - Group guidance
  - Individual counseling
  - Life Space interviews
  - Health services, Sex Education
  - Student leadership development
  - Work Orientation
  - Job development, Coordination
  - Referrals to other agencies
- Curriculum Development
- Research - Evaluation
- Administration

Exhibit B.

STUDENT PROCESSING FLOW CHART



Living Arrangement

Forty percent were living with both parents but 40% were with their mother only. Six percent stated they lived with relatives and 4% with their father only. The remaining 10% lived alone, with friends or in foster homes.

One third of the entire group stated that they had been living in this arrangement for more than five years. However, another third had been in their situations for a year or less (20% for less than six months).

Sources of Financial Support

The family breadwinner was reported by 24% to be "father", and by 14% to be "mother". Twenty percent were in families receiving AFDC support. Both parents were working in 19% of the families, and 15% of the households received support through social security or relatives. Eight percent of the students stated they were supported entirely by their own income.

Numbers of Siblings in Family

These youth came from families having as many as 13 children. Eight percent were the "only child" in the family. Forty percent had one, two, or three brothers or sisters. Another 30% had from four to six brothers or sisters and 20% come from families having eight or more children in the family.

Marital Status and Children

Twenty-five (2.5% of the 1061 youth) reported themselves as married and 4 more as separated. Fifteen reported having children, seven of these were single girls with children.

Previous Schools

All 12 senior high schools and seven junior high schools in the city of Minneapolis were represented. About half of the group came from three "inner-city" schools and from a nearby "fringe area" high school. About one-third came from the remaining high schools of the city. Seven percent came directly from junior high schools which normally feed the four senior high schools that provided the majority of WOC students. Another 8% were from out-of-state, suburban, or parochial schools.

Number of Schools Attended Previously

A highly mobile pattern is in evidence: Sixty percent had attended one or two elementary schools but 40% had attended three schools, and 20% four or more schools (up to as many as ten schools). Seven percent had attended six or more elementary schools.

Eighty-five percent had attended one or two junior high schools and the remaining 15% had attended three or more (up to as many as six).

About 5% had not attended any senior high before coming to WOC but the majority (55%) had attended one. Of the remaining, 30% had attended two and 10% three or more high schools (up to as many as six).

Previous School Difficulties

Almost 40% had academic difficulties or social group maladjustments to an extent necessitating diagnosis and prescription by a school psychologist or extensive case work by a social worker. In a third of these cases requiring additional professional help, two or more such reports were contained within their cumulative records.

Contact With A School Social Worker

More than 40% of the group had received help from a social worker. Most had received this help recently although half of these had a history of such contacts extending back into the elementary grades.

Number Having Had Psychiatric Help

Approximately 9% responded that they had received professional psychiatric care as an outpatient (when hospitalized). One percent were currently outpatients at the time of the interview. The number having undergone psychological case studies (one or more) by school psychologists was 40% of the group.

Institutional Records

Three hundred fifty-five (about 37% of 961) admitted to having previous confinement in a city or county jail at one of the state or county detention centers or home schools for delinquent youth or for emotionally disturbed. The number of confinements data was incomplete but existing evidence suggests that half were "repeaters" with two to seven confinements. At the time of the interview, 35% indicated they were on parole or probation. About 60% of those institutionalized at some time or other had been placed cn a probation or parole status.

Referral Sources

Approximately one-third were directed to WOC by friends and another third by school counselors. The remaining third was informed by social workers, welfare workers, teachers, probation officers or others.

Previous Occupational Education

About 70% of the group reported having had some occupationally related training offered in the regular schools. Most of this was general business office training (30%) or industrial arts type of courses (40%). A few were in college prep programs (about 5%) and the remainder in general courses.

Previous Work Experiences

Three out of four had held jobs mostly of a part-time entry-level and often dead-end nature such as dishwasher, busboy, carhop, stockboy, factory helper, sales, cashier or office worker. The largest category was dishwasher, busboy, or waitress. About 45% had held two or more jobs.

Previous Military Experience

Only 1.1% of the sample (N=961) had had previous military service:

1 honorable discharge
1 medical discharge
3 dishonorable discharge
6 less than honorable discharge

Age At Entrance To WOC

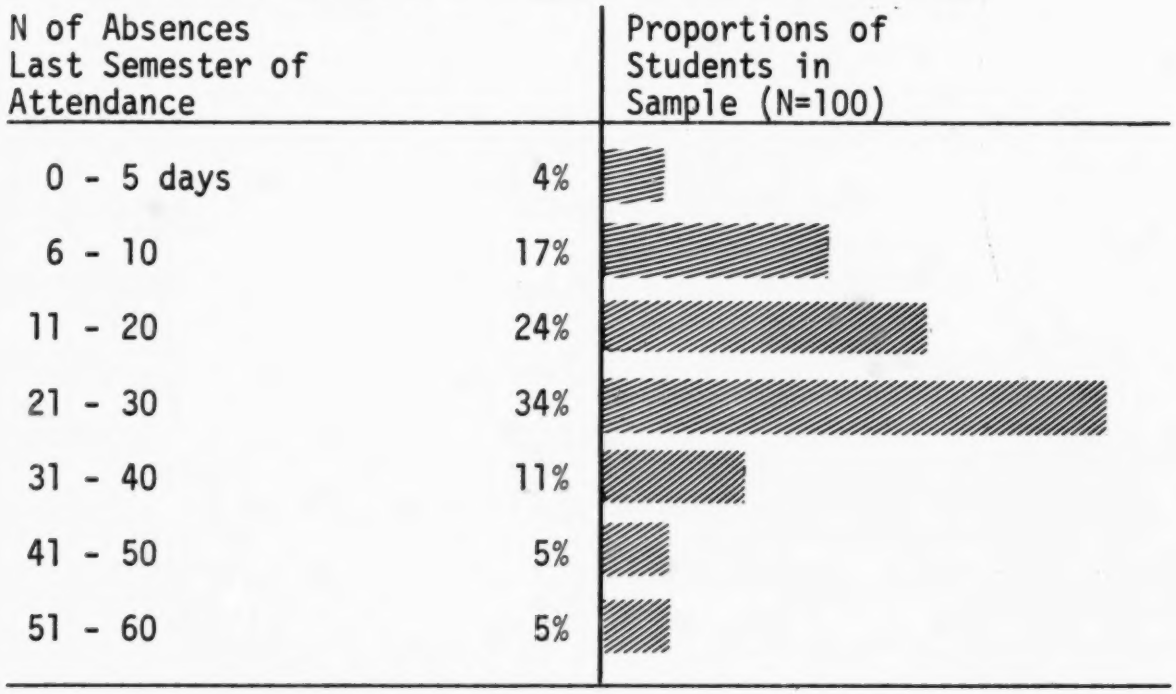
Many enrollees had been out of school for periods ranging from 3 to 18 months or more. Some come directly from other schools but most explore the dropout world of idleness, boredom, or job hunting frustrations for a period. As a result they are generally retarded in their normal age-grade classifications as indicated below:

Age	Proportion of Sample N=464	Grade Classification	Proportion in Sample (464)
15½ to 16½	15%	8 or 9	10%
16½ to 17½	35%	10	35%
17½ to 18½	40%	11	35%
18½ +	10%	12	16%
		Grad	4%

Attendance At Previous Schools

Within the sample of 100 WOC enrollees over the 42 month period, September 1, 1960 to March 1, 1970, 55% had been absent 20 days or more during their last semester before leaving. The average number of absences for the group was 23.8 days and the mean attendance rate was 74%. These attendance data break down as follows:

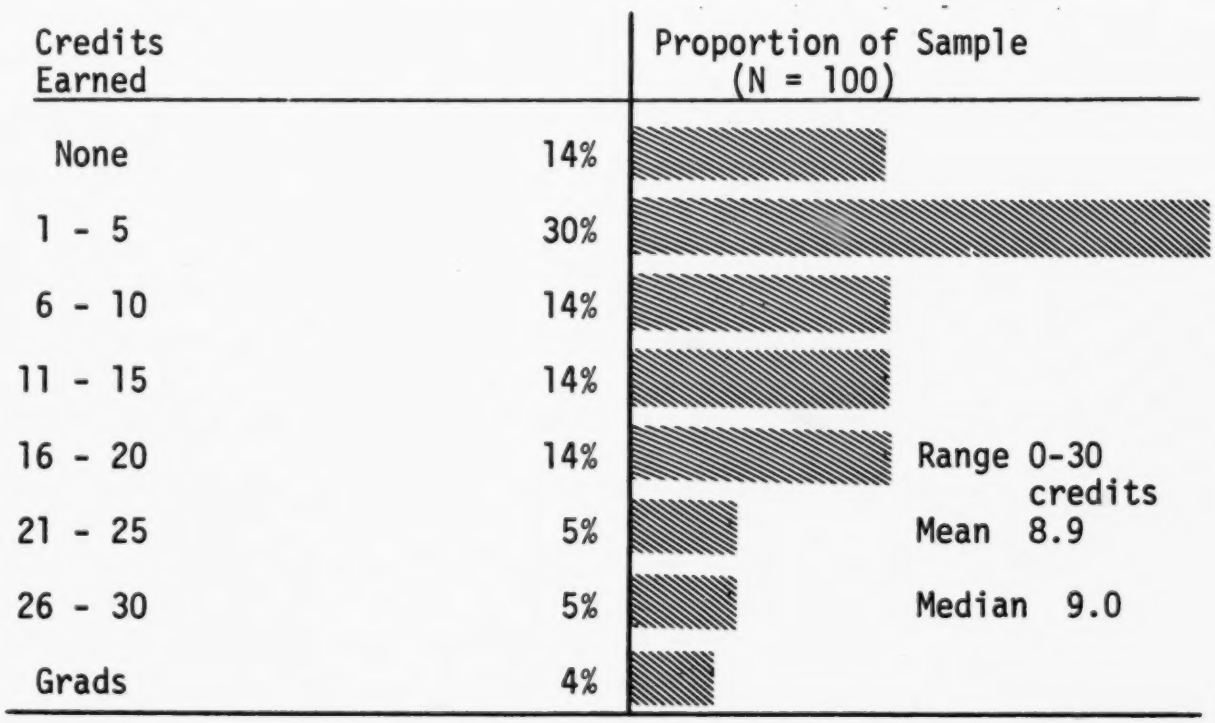
Figure 1. Entering Students Previous Attendances



Credits Earned At Previous Schools

A majority of WOC students enter with less than a year's worth of high school credits (i.e. less than 10 credits) earned at their neighborhood high schools. In a random sample of 100 enrollees (from a population of 1550), 58% entered with less than 10 credits, 28% had between 11 and 20 credits, and 14% more than 20 credits. The graph below indicates the exact proportions:

Figure 2. Credits Earned At Previous Schools



Percentile Rankings on Standardized Test Of Verbal Ability

Typically, WOC students ranked within the lower quartile of their ninth grade peers in verbal ability. However, a wide range among individual abilities was noted.

Table 1. DAT (Verbal) Rankings

Percentile Ranking Among Mpls. Peers (9th grade)	Approximate Proportion of Sample (N = 100)
25th percentile or below	60%
26th to 50th percentile	20%
51st to 75th percentile	10%
76th to 100th percentile	10%
Total	100%
Range among P.R.'s	01-99
Mean P.R.	33 P.R.
Median P.R.	20 P.R.

Percentile Rankings On Standardized Test of Numerical Ability

Again, a wide range among individual numeric abilities was noted but the largest proportion of the sample had DAT PR's of 25 or below.

Table 2. DAT (Numerical) Rankings

Percentile Ranking Among Mpls. Peers (9th grade)	Approximate Proportion of Sample (N = 100)
25th percentile or below	45%
26th to 50th percentile	25%
51st to 75th percentile	15%
76th to 100th percentile	15%
Total	100%
Range among P.R.'s	02-94
Mean P.R.	38 P.R.
Median P.R.	27 P.R.

Initial Reading Testing At The Work Opportunity Center

Each new student entering the Work Opportunity Center receives Gray's Oral Paragraph Reading Test as a routine part of orientation to the total school program. The test yields a grade level score of reading ability which is transmitted to the student's counselor, work coordinator, and teachers. This information helps the counselor in the selection of a program of studies which will be of most value to the student. It aids the work coordinator in making a realistic evaluation of the student's choice of employment. Most important of all, it assists teachers in determining appropriate modes of instruction.

Over 1500 students have been processed in this manner. The results of this initial testing are found in the tables that follow. About 16% of our students are extremely retarded in reading ability and need immediate, concentrated and extensive remedial help. Those reading two to four grade levels below their grade level, 33% of the group, need assistance in developing their reading abilities. Almost a third of the sample were reading below the ninth grade level. Eleven percent had elementary grade reading abilities. Thus, approximately 40% of all WOC youth need the kind of remedial and developmental help available in the Reading Center.

Table 3. Reading Level Retardation

N (%)	Reading Level.....
381 (58%)	at grade level, above, or no more than one grade below.
217 (33%)	at 2 to 4 grade levels below.
59 (9%)	5 to 10 grade levels below.
657 (100%)	Total

Table 4. Reading Grade Levels

Grade Level	1, 2	3,4	5,6	7,8	9, 10	11,12	Total
% of 684 reading at this level	1.5%	3.5%	6%	17%	37%	35%	100%
Cumulative percent	1.5%	5%	11%	28%	65%	100%	----

Minority Students

Youth from racial minorities are among those in special need of the services and opportunities available at the Work Opportunity Center. Minority youth experience poverty, discrimination, poor health, broken homes, mobility, and educational disadvantages in greater proportion than any other grouping. On the average, minority youths constitute 15% of the student population.

Eighteen percent of the total enrollment at WOC were identified on October 2, 1967 as racial minority youth. Of these, 68% were Negro, 22% American Indian, and 10% from Spanish cultures.

These 60 youth came from 12 senior or junior high schools, but principally from three inner-city schools. Although 7% of a representative sample were graduates, the number of credits ranged from zero to 20 with the median at six. Their attendance at these schools was poor, 80% of the group being absent more than 35 days of the school year.

Disruptive family conditions (death, separation, or divorce, or living with relatives) were experienced by 57% of the sample, and 16% of the families were on AFDC. The number of children in a family was as high as eight with the average at 4.2 per family. A great deal of mobility was in evidence in the lives of these minority youth. There were as many as 11 past schools attended by an individual (with the average near six per pupil) and as many as 11 changes in home address over the years (with the average near four moves).

Scholastic ability measures on students in the sample indicate a wide range in IQ with the mean and median being about 90 (low average abilities). A verbal and numerical ability measure (DAT) given to the sample in the 9th grade resulted in a wide range of scores with 50% ranking among the lowest quartile of Minneapolis students. The results are similar to those from a sample of all WOC students.

The grade point averages earned in previous schools indicated "D" quality academic achievement by both males and females.

At the Center, 63% took either one or two related classes, 16% three or four, and 20% took none. Fifty-eight percent took training in one technical area, 28% in two areas and 12% took only related subjects. Spanish and Indian students in the sample attended better than the Negroes (49% and 48% compared to 32%), but the differences are not statistically significant.

The WOC teaching staff rated 95% of the group on attendance, achievement, job readiness, and other characteristics. On attendance, 53% of the ratings indicated "poor" attendance, 19% "fair", and 28% "good." On a 0-1-2-3-4 achievement rating-scale ("none" to "excellent" the group average was 1.5, midway between "a little" and "average" achievement). On a 0-1-2-3-4 willingness-to-work-scale ("unwilling" to "always willing") the group averaged 1.96, "usually willing". On a

personality scale, 52% were "acceptable" ratings, 19% were below but 30% were above this on the scale. The majority (53%) of the ratings called the students' self-attitudes "fair", 26% were "poor" ratings and 21% "good." Only 19% of the teacher's responses were "yes" to the question, "is the student ready for a job?"

Twelve percent of the minority group were employed full-time at an average rate of $1.80 per hour and an additional 27% are working part-time at an average hourly wage of $1.53. The overall employment rate was 39% among the minority group members.

Student Attitudes

Entering students often do not manifest an accurate appraisal of themselves, of school objectives, or of the world of work. Teachers, counselors, social workers, and coordinators all have a part in the restructuring of these attitudes.

Evaluation techniques include a measurement of change in attitudes by means of pre-and post-testing with an self-attitude rating scale. This instrument was designed by the WOC research department. Three studies utilizing the Adjective Check List have been published.

Other techniques used to measure attitude change have been attempted: Student-Work Coordinator interviews when student has been placed on a job and after they have been working for several weeks, and interviews with employers about their employees from the Center.

Self Concept of WOC Students

An Adjective Check List was administered as part of the orientation program. This self-perception instrument contains 41 adjectives or "personality descriptors." As the student reads each one, he evaluates himself as never, sometimes, usually or always exhibiting the trait in question. There are 28 positive descriptors such as successful, efficient, dependable, and 13 negative terms such as stubborn, lazy, impatient. Academically achieving students most often rate themselves "usually" or "always" on positive descriptors and "never" or "sometimes" on the negative ones.

In a preliminary study, a sample of WOC males completed the instrument and their responses compared to those of a normative group of school achievers and non-achievers. It was discovered that WOC students definitely characterized themselves as the non-achievers do. Differences in means of both positive and negative responses were significant at the .01 level of confidence.

Coordinator Interviews

In October of 1967, a random sample of 38 from among a group of over 200 job placements was followed up. It was found that 28 (74% of 38) were still in their initial job placement, four had moved to

another job, and the remaining six had moved to a third job. A total of 54 jobs were represented. These 54 employers were contacted and 42 (75%) commented favorably on the attitudes and work habits of the WOC placements. Only 14 responded negatively. Most of the latter were the mobile students. The coordinators themselves had rated 27 (71%) of the placements as eager, mature, having a good attitude, etc.

Most of the job placements were made in the areas of unskilled or semi-skilled positions that are available to 16, 17, 18, or 19 year olds. Job mobility due to failure or boredom is commonplace among clientele of this age and experience. However, the consensus of employers and coordinators in that follow-up is a positive one. The majority of placements resulted in a satisfactory experience for both employer and employee. Student growth was evident in many cases. Unsuccessful ones were counseled to return to the Center for more work and counseling.

Student Attitudes Toward Regular Schools

During the 1967-68 school year, a group of nine students, all high school dropouts and having common concerns and questions, met regularly with a counselor of the Center staff. During these group sessions the participants shared past school experiences and feelings. Many criticisms of present day high schools were voiced. Some were their own individual rationalizations, others seemed quite valid. The group agreed to an hour long video-taped session in which those incidents and critiques were highlighted. The video-tape was subsequently edited to a half-hour and a 16mm film produced from it. (This film titled, What's Wrong With The Regular High School, is available from the Work Opportunity Center).

From the sessions and from the tape a total of forty-four critical comments were summarized under four headings: curriculum and teaching technique; student-teacher relationships; school authorities and school rules; and miscellaneous criticisms. A copy is included in the appendix.

The outline has proven valuable to the staff as a mirror for self-assessment. Others have asked for the list and also found them stimulating and applicable. Copies are available from the Work Opportunity Center Research Department.

Other schools may find it profitable to establish in a similar way a meaningful dialogue with students in an attempt to uncover specific sources of dissatisfaction and possible ways of improvement. Students probably would respond more openly, however, after graduation or dropping out. Counselors may be the logical group to conduct interviews or sessions of this type.

Staff Perceptions Of WOC Student Characteristics

Considerable research effort was expended in identifying characteristics of our clientele. The results provided valuable informational inputs to the decision-making processes of all staff members. The main purpose of this study was to document the modal personality characteristics of WOC students as perceived by WOC staff members.

Instructors, social workers, counselors, and supportive personnel have accumulated considerable experience with disadvantaged youth. How do they perceive WOC youth? How do they describe their students with respect to common personality traits? In an attempt to answer these questions forty polarized pairs of personality descriptors (e.g. lazy - energetic) were assembled into an inventory. Each pair of descriptors was separated by a 1 to 5 rating scale. The staff was asked to respond along each continuum by circling the number that best described most WOC students. For example:

followers 1 2 3 4 5 leaders

Results

Twenty of the 40 polarized pairs of descriptors received significantly more negative than positive responses. A significant proportion of the respondents feel that most WOC students tend to be:

- more lazy than energetic
- more disturbed than well adjusted
- more like followers than leaders
- more fearful than fearless
- more uninterested than interested
- more inefficient than efficient
- more poor planners than good planners
- more nervous than calm
- more without ambition than ambitious
- more reckless than careful
- more unreliable than reliable
- more unhappy than happy
- more impractical than practical

- more lacking in confidence than confident

- more "lower class" than "upper class"

- more like poor workers than good workers

- more undependable than dependable

- more lacking in industriousness than industrious

- make more poor judgments than good ones

- more in a state of poor health than in good health

The responses on each of the remaining 20 paired-opposite personality descriptors were not distributed with significantly differing proportions between the positive or negative half of the dichotomized scale. Thus, essentially equal numbers of respondents feel that most WOC students tend to be at least.....

- as attentive as inattentive

- as aggressive as not

- as cooperative as uncooperative

- as serious as not serious

- as clean as dirty

- as pliable as stubborn

- as patient as impatient

- as neat and orderly as messy

- as teachable as unteachable

- as active as passive

- friendly as unfriendly

- as easily changed as unchanging

- as "upper class" as "lower class"

- as strong personalities as weak

- as open-minded as narrow minded

- as employable as unemployable

- as bright as dull

- as well liked as not well liked

- as enthusiastic as unenthusiastic

- as cheerful as sad

- as trustworthy as untrustworthy

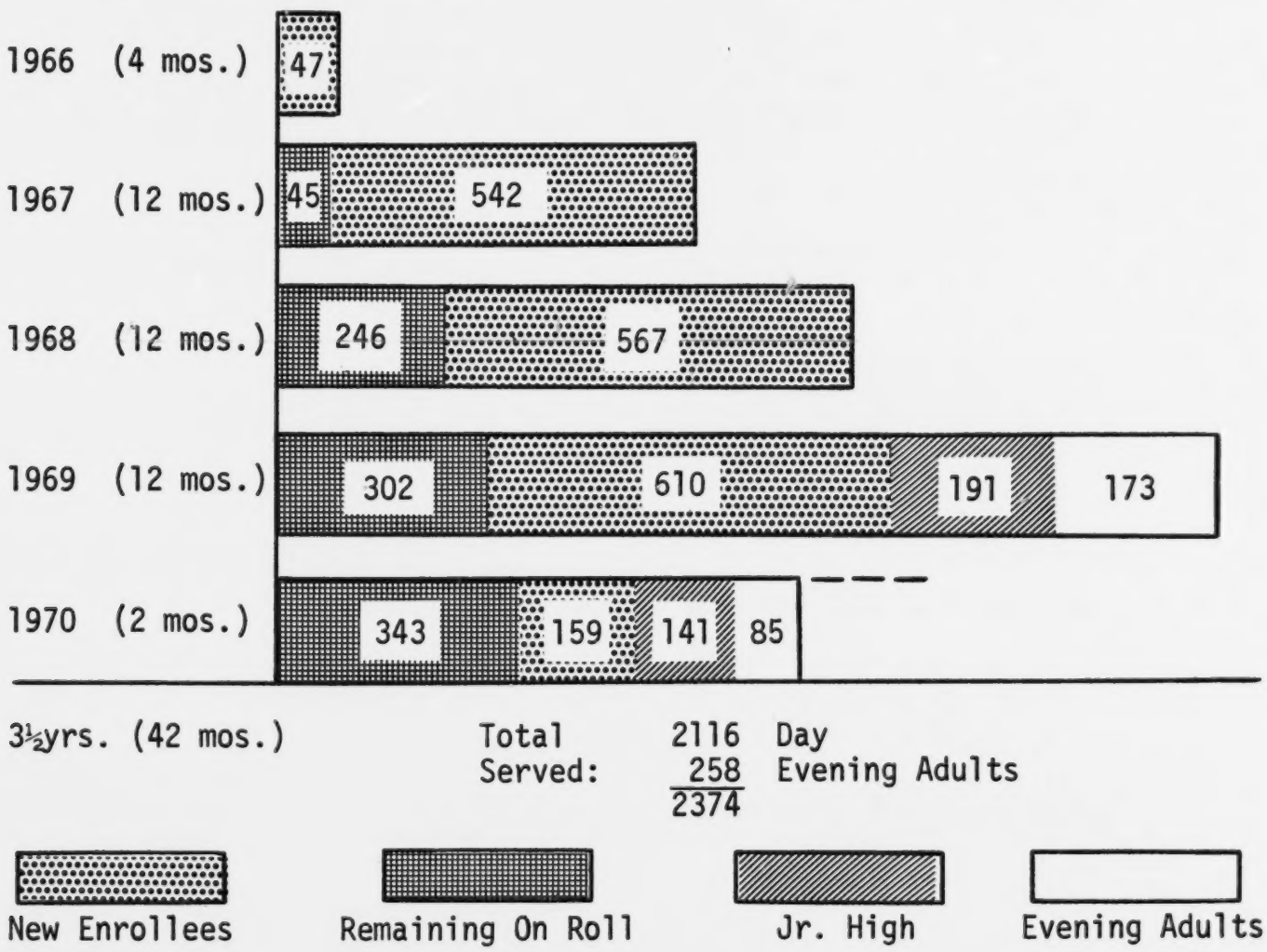
The results of this survey verify existing knowledge as to dropout behaviors and attitudes. These young people require extensive supportive services, highly individualized instruction and other compensatory procedures.

WOC Student Enrollment and Attendance Data

Students Served

The table below shows a steady growth in the numbers of students served each year from September 1, 1966 to March 1, 1970. A total of 2374 different individuals have been served by a morning senior high program, an afternoon junior high program or an evening adult program. An individual may enter any week and terminate when necessary as determined by his own desires and circumstances.

Figure 3. Students Served September 1, 1966 to March 1, 1970



Registrants and Enrollees

The table below indicates that 2961 individuals registered and received preliminary processing. Of these, 2209 (75%) came in for orientation. About 90% of these, totaling 1925, or 65% of all registrants, completed orientation and enrolled.

Table 5. Senior High Registrants and Enrollees

Calendar Year	Registrants	Enrollees
1966 (4 mos.)	54	47
1967	711	542
1968	1178	567
1969	813	610
1970 (2 mos.)	205	159
Totals	2961	1925

Students In Training

The numbers served in classes by year has steadily grown:

Table 6. Senior High Students Served

Calendar Year	New Enrollees	On Roll From Previous Year	Total
1966 (4 mos.)	47	---	47
1967	542	45	587
1968	567	246	813
1969	610	302	912
1970 (2 mos.)	159	343	502
	1925	---	---

Table 7. Other Enrollees Served

	N
1968-1969 junior high students	51
1969-1969 evening adults	173
1969-1970 junior high program	140
1969-1970 evening adults	85
Total	449

Number Served Each Month

The average number of youth served each month also shows a growth pattern and is a good indicator of the monthly caseload of the staff over the years.

Table 8. Average N of Students Served Each Month 1966 To 1970

1966 (4 mos.)	24.3
1967	279.0
1968	290.4
1969	327.7
1970 (2 mos.)	437.0
Overall Average N Per Month	307.2

These figures above do not include junior high or evening students.

Grade Classification

Although the WOC is essentially an ungraded school, the largest proportion of students were classified (for census purposes) as eleventh graders. Tenth graders were next with 27% and twelfth graders 22%.

Table 9. Proportions Of Students In Grades 9-Post Grad
(Averaged over 42 month period)

Grade	9	10	11	12	P.G.
Proportion	4%	27%	44%	22%	3%

Matriculation Periods

During the federal project period, WOC was open year around, five days a week with the exception of holidays, teacher convention days and periodic planning and evaluation days. The number of attendance days available to students was in excess of 230 per year. The Minneapolis school year is approximately 181 days spread over 38 weeks, or an average of 4.8 days per week. The latter figure is used to compute the mean number of weeks attended by students at the Center.

WOC students' attendance and matriculation patterns are sometimes compared with those established by regular high school students. Such comparisons are not entirely valid. Many factors influence attendance: health, home conditions, previous successes, abilities, financial needs and social acceptances. WOC students differ significantly on many of these factors. Thus, cautious comparisons are in order. The subjects examined in this study have already been dropouts, alienated from the public school setting, poorly motivated academically, handicapped by a number of disadvantages, and situated amid environmental circumstances not conducive to lengthy or regular attendance.

The average length of stay at the Center, 102 days (or 21 weeks) for a sample (N=585), closely approximates one semester. There is no significant difference between boys and girls in this regard.

Sample N of students	585
Mean period of attendance	102 days
Range in actual days attended	2-318 days

The actual number of days attended by individuals ranged widely: from two to over 300 days. The median number of attendance days was 36. However, about 20% of the group (N=585) were in classes more than twice that number of days bringing the mean up to 47 days of attendance as seen in the next table.

Table 10.

Days Attended By 585 WOC Withdrawals
Mean N of days=47

N of Days	Proportion of Sample
1 - 10	24%
11 - 20	16%
21 - 40	21%
41 - 80	25%
81 - 160	12%
161 +	2%
Total	100%

Student Attendance Rates

Individual commitments vary widely as do circumstances affecting attendance. The result is a wide range in attendance patterns among WOC students. The middle two-thirds of them average between 30% and 80% attendance in a typical month.

It is to be emphasized that approximately one in four of those served each month becomes an "inactive" attender (an attendance rate of 30% or less). Outreach personnel through contact with these individuals cite a number of reasons for inactive attendance: extended illness or hospitalization, seeking a part-time job, temporarily working longer hours, problems at home, car troubles, babysitting for a period, or "just needed a break for awhile".

Since approximately 25% of the enrollment are made inactive by these and other extenuating circumstances, their poor attendance (averaging 13%) attenuates the average monthly rate. The "actives" attendance rate averaged 65% for 1968 and 1969. When combined with the "inactives" rate the overall attendance is reduced to 46%. However, even this figure has shown improvement over the years as shown in the next table.

Table 11.

Monthly Attendance Rate Averages For Actives and Inactives

Year	Mean Rate	Mean N served/month
1967	36%	279.0
1968	49%	290.4
1969	51%	327.7
1970 (2 mos.)	52%	437.0
overall	46%	307.2

Student Attendance Patterns in Different Classes

Individual class attendance patterns of 57 students were studied in The DeCambaliza-Thillman Study. These students were interviewed, counseled and a number volunteered to receive extensive follow-up help in the form of individual counsel and group therapy. The mean attendance rate in the related academic classes (35.9%) was poorer than that established in the technical training areas (45.5%, S.D.=27%). Also, attendance was not significantly different among those having one, two, three, or four daily class assignments. However, students did not always attend each assignment every time they came to the Center. Although the group attended the Center on the average of 67% of the time

during the study, their overall class attendance was only 42.4% indicating that there were days that they selected not to attend some classes but did attend others.

Those who voluntarily attended the group sessions and received extensive follow-up help turned out to be better attenders. However, a causal relationship can only cautiously be attributed between the better attendance and the extensive follow-up since the assignment of subjects was not random.

Cost Of WOC and Other Programs

A total of $2,463,000 was expended during the first 45 months of operation. This figure includes all costs: rental of building, utilities and telephone equipment, materials, supplies, travel, salaries and fringe benefits. During this period, plans were detailed, the building selected, refurbished and equipped, staff selected, materials ordered, students recruited, and operations started. Enrollment grew from an initial 12 students in September of 1966 to an average of 437 served per month in 1970. During the first 42 months of classroom operation (September 1, 1966 to March 1, 1970):

- 2961 individuals sought help from the Center.
- Of this number, 2209 were interviewed, received initial counseling, and attended orientation.
- Of the latter number, 1925 began training courses.
- 191 junior high students have been involved in career development and attitudinal development activities aimed at dropout prevention.
- 258 evening adults have received supplementary training in areas of their occupation or interest.

By excluding the 752 registrants who received intake services but did not enroll, and the 258 evening adults, we arrive at the total of 2116 individuals for computing training costs per student:

$$\frac{\$2,463,000}{2116} = \$1170 \text{ per student}$$

This is a gross figure which reflects initial planning costs as well as on-going operational costs.

On the basis of current annual costs (which are approximately $640,000 including summer programs), and on the basis of increasing enrollment trends (approximately 700 students annually) we may arrive at a more realistic per pupil cost:

$$\frac{\$640,000}{700} = \$915 \text{ per student}$$

It is to be noted that this $915 figure is an average estimated amount spent per pupil regardless of the pupil's legnth of time at WOC. Student matriculation periods have ranged from a few days to over two years with an average at 22 weeks in a Center program.

A comparison of other special youth services in the state shows that the annual cost per pupil at WOC compares very favorably with them:

Average of seven State Youth Correctional institutions (Lino Lakes, Red Wing, etc.).....$3,870 (1968)

Minneapolis Vocational High School.....$1,400 (1970)

Conventional senior high (Mpls.).....$ 925 (1970)

A Study Of School Dropouts Who Registered But Who Did Not Enroll

A large number of potential WOC students receive pre-enrollment services (some orientation and counseling) but fail to complete the formal two-day orientation if they come in at all. This group numbered about one-third of the 2961 registrants. A study focused upon that group found that these youth were largely high school dropouts or potential dropouts, 16 to 17 years of age. Most were restless youth seeking greater independence. Many were seeking jobs, though unskilled and inexperienced. Many were beset with personal problems and anxious over the future.

A short questionnaire was designed and sent to 255 non-enrollees in order to obtain information and comment. A number of these youth (approximately 6%) later enrolled. A large proportion (approximately 33%) could not be contacted, had moved or had entered military service.

The results, (from 33 respondents) though not generalizable to a larger population, support other data gathered at WOC regarding the dropout and disadvantaged youth:

- They are cognizant that employers demand skilled, mature workers possessing high school diplomas.
- They desire an education, job training, and a job with a future.
- They seek an alternative to the regular school environment where they have experienced failures, stringent rules, pressures, and/or boredom.

- They did not enroll because they are working, going to other schools, seeking a job, or needed at home. Some are doing nothing or incarcerated.

- They are only a little satisfied with their current activities.

- They feel they have made only slight progress toward becoming the person they eventually want to become.

- They feel they need help in getting a high school diploma, in selecting and training for a job.

- Their personal problems include: financial, educational (credits, diplomas), or career related problems; health; home difficulties; poor relations with peer, parental, or civil authorities.

- They do not have a firm plan of action developed but finishing high school and training for a job rank uppermost among a choice of plans.

- They have a significantly higher unemployment rate than youth in school and available for employment.

Self Concept Of Non-Enrollees

The self-concept of a group of 25 youth who took part in orientation activities but who did not enroll were studied for possible differences. It was hypothesized that the group might possess more negative self-attitudes than dropouts who enroll.

An analysis of the group scores on the Adjective Check List did not support the hypothesis. It was discovered that the mean of the total score on the self-concept inventory for the males was significantly higher than for the group who registered. There was no significant difference noted, however, among females.

The higher mean score established by the group of males who did not choose to enroll at WOC indicates a more positive self-concept on the average than among the group who did enroll. There may be many reasons for this. The sample may not be truly representative of all who fail to enroll. It may be that persons with more positive self-concepts are more confident of their possibilities for success in the world of employment and do not feel the need for attending this kind of school. Some perhaps fail to perceive the training situation of the Center as any more relevant than other schools. Some undoubtedly wish to pursue the newly discovered freedom of a dropout's world and have not yet experienced the frustration, boredom, and worthlessness that often develop later. Some are employed and the need for a high school diploma is not a pressing, immediate need. We do know also from other studies that those who do not enroll are seeking work, although in many cases not seeking vigorously. Some, too, are needed at home. Further

study of this group may be helpful to uncover the thinking and feelings of dropout youth who are looking for independence, identity, and security in a world that is hostile toward those who shun convention.

CURRICULUM DEVELOPMENT

Hundreds of creative innovations have been tried out and, when found successful, have been shared. Teachers have explored devices, books, films and materials, often adapting existing concepts to the differential needs and levels of students. Successful procedures resulting from over 3 years of experimentation are incorporated into 15 curriculum guides available from the Center.

Results Of Classroom Experimentation

Course objectives and their operational definitions are implemented in an environment which is very much non-school in tone and expectations. Students are allowed more flexibility in dress, smoking, and personal grooming areas which spelled trouble for them in the conventional school. Most class instruction is carried out on a personal basis using a variety of media and hardware. Staff experiments with classroom procedures have resulted in an effective sequence:

1 - "get acquainted" session (teacher-pupil one-to-one)

2 - orientation to procedures and objectives

3 - diagnosis

4 - prescription

5 - teacher-pupil planning (contracts sometimes used)

6 - instruction (student paced)

7 - teacher-pupil cooperative evaluation

8 - reinforcement

9 - evaluation and modification of procedures

10 - recycle to (3) above.

Since a major objective is positive attitude development, heavy emphasis is placed upon steps 1, 2, 5, 7, 8 and 9 above.

Course Guides

Course guides containing objectives and their operational definitions were written by all teachers during the 1966-67 school year. In September, 1968 a revision was recommended by the Curriculum Development Specialist. His charge to the faculty was to state, "This is what we set out to do, these are methods that we found to be successful, and here are the materials that were useful with our students."

The following outline was used in the revisions.

1. Foreward - A statement of philosophy.
2. Table of Contents
3. Statement of Objectives
4. Attainment of Objectives
    a. Activities
    b. How instruction is individualized
    c. Methods used
    d. Incentives used
    e. How attitudinal change is affected
    f. How new students are integrated into the program
    g. How teacher determines "where student is" as to past achievement
    h. How better attendance is promoted and achieved
    i. Cooperative projects with other Center areas
    j. How instruction is related to other areas
    k. Outside activities engaged in
5. List of Instructional Units
6. Selected Annotated Bibliography
7. Appendixes (Samples of teacher designed projects, work sheets, and case studies are included in the Appendixes of each guide)

Fifteen different curriculum guides have been published and are appended to this report under separate covers. Illustrative techniques,

materials, and motivational devices taken from these guides were presented in Chapter II of this report.

WOC Course Credit Guidelines

WOC offers the opportunity to earn high school credits in both technical training courses and related academic courses. The Center approach to earning credits breaks the traditional lockstep of pace and content. Youth discover that WOC's classes and methods are innovative, flexible, can be uniquely tailored to their individual needs, and are offered in a pleasing non-school setting.

WOC instructors carefully examined their courses of study and determined the number of "equivalent hours" spent in each unit or phase. Equivalent hours represent the number of class hours or periods usually devoted to the unit of study in a regular school setting. Over a 16-week (five days-a-week) period, approximately 80 hours are spent on a subject for one credit in a regular school situation. Within the Center's plan of individualized instruction, the actual amount of time spent on a unit is flexible and determined by individual needs and ability. Tasks completed are the basic criteria for granting of credits rather than time spent in class.

Course Credit Guidelines has been published which gives entering WOC students a clearer view of . . . . .

- the various units in a complete course of study.
- the relative amount of time that can be spent on these units or phases.
- the relation among units and the relative importance of units.

The guidelines also suggest to students and teachers flexibility in programming. They may suggest . . . . .

- a choice among units.
- the possibility of breadth and/or depth to satisfy individual interests and abilities.
- depth of experiences in one (or more) units.
- breadth of experiences in a few (or many) units.
- a combination of breadth and depth experiences as individual interests and abilities permit.

The counselors and instructional staff cooperated to develop the credit policy described below:

1. Credit is granted largely on the basis of tasks completed, not on the basis of time spent in class. However, attendance and attitudinal change are important and also considered. Instructors have determined what tasks constitute the equivalent of a semester's work and grant proportional credit on the basis of tasks completed.

2. Small group or individual instruction techniques are utilized at WOC; but a student is not bound to the progress of his total group or class. He is not compared with other members of a class; except as the student himself may compare his progress with that of his peers. Individuals begin at their present level of skill and proceed toward a higher level of competence. Since time is not a factor, the student does not "run out of time" at a semester's close, nor does he have to "rush to catch up", nor does he have to wait for others.

3. A student who transfers to WOC at other than the semester's end, may have started but not completed several subjects. The teacher determines where he is and he is able to complete the requirement remaining without having to repeat what has already been accomplished.

4. While a credit is basically determined on the basis of what an average student can accomplish in 80 class hours, it should be expressed to the student in terms of tasks to be completed. Some teachers use a "point" system which is very similar. Credits are granted upon successful completion of a series of previously agreed upon tasks or points.

5. The instructor completes a "Credit Recommendation Form", signs it indicating what has been accomplished satisfactorily and sends it to the counseling department. A grade of "C" is entered on the student's "credit card" and on his "cumulative record folder." The grade then becomes a part of his permanent school record. Penalty grades of "fail" are never assigned at periodic intervals for unsatisfactory progress, because each student advances at his own rate toward satisfactory performance of the tasks.

The amount of effort involved in earning a credit is roughly equal in all areas, academic and technical. A student who is "credit oriented" because of his desire to return to regular school or graduate is able to choose his classes on the basis of interest, need and competence rather than where he can acquire his credits most rapidly.

On the following pages, sample credit guidelines from three instructional areas are presented. Complete copies of the Course Credit Guidelines are available on request.

Sample A.

NURSES AIDE & ORDERLY COURSE CREDIT GUIDE

The instructor demonstrates all procedures and the student returns the demonstrations as often as is necessary, until she feels confident and at ease in doing the procedure. All procedures must be completed satisfactorily before credit is granted.

Hospital experience or training is required before students can be recommended for employment.

	Average Time (Hours)
1. Orientation - basic Hand washing Care of hospital equipment Bed making Cleaning patient's unit	10
2. Applying hot water bottle, ice cap A.M. - P.M. care, back rub, partial bath Giving a bed pan - or urinal Oral hygiene Diets and feeding patients - nourishments	15
3. Bed bath Making occupied bed Giving enemas - kinds Transfering patients - bed to chair and return Intake and Output - 24 hour specimen	20
4. Isolation Diabetic care Diabetic urine testing Temperature, Pulse, Respiration Charting and recording	15
5. Blood pressure Care of heart patients Admitting and discharging patients First aid-bandaging Post Mortem	20
	80

Students will receive 1 credit for completing this work. Also, 1 credit for completing 30 hours of practical experience in hospital work.

Sample B.

DEVELOPMENTAL READING COURSE CREDIT GUIDE

The units depicted in the course guide are dependent (to some extent) upon initial diagnosis in regard to length of time necessary for completion and course content. For example, a student whose vocabulary is very adequate would spend less time on this area, perhaps, and would concentrate more upon rate development, improving comprehension, etc. The student's own desires and preferences also influence the areas and the amount of concentration upon them.

Several options are available to the individual student. Should he wish to emphasize work in a particular area or sub-area, to the diminution or exclusion of others, this choice would be allowed. All study and instruction is on a completely individual basis.

INITIAL EVALUATION AND DIAGNOSIS

Unit One. Building Vocabulary: (20 hours-¼ credit)

A. Systematic study of words in context.
B. Taking part in activities which create an interest in language.
C. Studying the use of the dictionary, thesaurus, etc.
D. Practice in making sentences more vivid through the use of more expressive words.
E. Unit evaluation.

Unit Two. Improving Reading Rate: (20 hours-¼ credit)

A. Progressive series of lessons, using the Controlled Reader and workbooks.
B. More independent work with the Reading Accelerator.
C. Completely independent work . . .self-timing and evaluation.
D. Unit evaulation.

Unit Three. Improving Comprehension: (20 hours-¼ credit)

A. Study of paragraph structure and practice in recognizing main and supporting ideas.
B. Practice in relating and organizing ideas.
C. Practice in critical reading.
D. Instruction in specific study skills - as needed.
E. Unit evaluation.

Unit Four. Developing Free Reading For Personal Enrichment: (20 hours-¼ credit)

A. Sampling of books representing a broad spectrum of literary types.
B. Sampling of books emphasizing personal qualities and social concern.
C. Sampling of varied newspapers and periodicals.
D. Unit Evaluation.

Sample C.

CREDIT GUIDELINES FOR WORK EXPERIENCE

Credit requirements for work experience will be determined as follows:

1. Student must be enrolled or previously enrolled in the training area of job placement.

2. Student must be recommended for placement by the technical area instructor, and work coordinator.

3. Student must be on the job a minimum of 10 hours per week.

4. Two (2) credits will be granted after 250 hours of successful work experience. Maximum of 2 credits per semester, maximum of 7 toward diploma requirements.

5. Coordinator will evaluate learning experience on job with the Work Supervisor at student's place of employment.

6. Work Experience credit will be granted only by Work Coordinators.

Motivational Devices

Members of the staff have developed and evaluated many techniques to involve young people in learning tasks. A consistent, positive reinforcer utilized by all teachers, counselors, and work coordinators, is frequent praise. As a result of its continuous application, the staff has observed a gradual improvement in attitudes toward school, teachers, and classwork among our clientele. The results with other major devices are mentioned here:

Certificates of Merit

Often the first academic reward many WOC students have achieved. Consists of a diploma-like certificate recognizing the student by name for his progress, achievement and hours of training in a particular area. A sample is exhibited in the appendix. Over 400 of these have been personally awarded by the director over the past three years to honor individuals for their accomplishments.

Coupon Incentives

During a 29-month utilization period of a coupon incentive plan originally designed to improve attendance and achievement, a total of 97,000 coupons were redeemed by students: 69,000 for noon lunches (71%), 26,700 for dry cleaning services (28%), and 1,300 for auto ser-

vices (1%). Students earned the coupons (each worth 10 cents) through class attendance, and, in some cases, for special accomplishments. The total number of coupons issued represents a $9,700 investment in nutrition and good grooming. Purchase of noon lunches continues to be the most popular use for coupons.

Continued use of the system was recommended by 85% of the staff even though there was less than overwhelming enthusiasm for its utility as an attendance booster. Most feel that coupons have merit. Coupons serve as a "fringe benefit" providing many with food and clothing services which students might not otherwise obtain. Seventy-seven percent of the students themselves said they liked the system and said it was fair to them.

Books Expendable Project

The textbook is still the primary medium in today's schools for the communication of ideas and information. But all too often the book is placed in the library, a place the academically retarded do not often visit voluntarily. At the Work Opportunity Center in 1967 a reading project was initiated which regarded books as expendable supplies. Free paperback editions were placed into the hands of every WOC student. Attractive shelves were loaded with a great variety of titles selected by a student committee. The reading center was open to all. Students were encouraged to take a volume, read it, pass it on to a friend or return it, and come back for another. Some donated their own books.

The supply of books is periodically replenished. To date over 5,000 of these books have been read and circulated. Students need not worry about library due dates, fines, etc. They can underline words or mark passages and if lost, no fine is assessed. The student is free to choose what he wants to read when he wants to read it. The project has been extremely successful.

It would be impossible to ascertain the knowledges gained, the attitudes altered, the insights garnered, the vocabulary developed, but the following breakdown might give some hint:

1. Initial number of books ordered: 1,055

2. Cost of books: $500.00

3. Number of books expended: 301 (first month)

4. Favorite selections: Black Like Me
   To Sir With Love
   Nigger
   Angel Unaware

Approximately 3,000 books are purchased each year with a budget of $2,000.

Other Motivational Devices

1. Art shows - student work exhibited and sold at the Center (8 shows to date) at the Minneapolis Public schools main office building, at the YWCA, at the Uptown Art Fair, and at the HUT workshop. Students have attended numerous art shows and studios during school days and on weekends.

2. Fashion shows - Two shows conducted at Center. Music provided by student combos. Students, many had never attended one before, had marvelous interest and conduct. Many male models used. An unusual success.

3. Open houses and coffee parties - over 12 sponsored by homemaking department for staff, students, and guests.

4. School Insignia - designed by student (Pat Murrill) about 15 patches (for sweaters, blazers, etc.) awarded for outstanding achievement.

5. Polaroid Camera - many popular uses of pictures by students and staff. About 300 rolls of film used in 3 years.

WOC Summer Session 1969

A six-week summer session at the Work Opportunity Center was offered to all senior high school students of Minneapolis in 1969. The program enabled interested students to obtain unique offerings not available in their local schools. In addition to valuable skill training, students completing a course were granted transfer credit. Students had the option of selecting a morning section (8:30 to 11:00) or an afternoon section (12:30 to 3:00).

To recruit students, attractive one-sheet fold-out brochures were sent to the counselors at each high school. Additional notice of this summer opportunity was made in school bulletins. There were a number of summer programs competing for students, so an enrollment prediction was difficult to make. However, with 280 regular WOC students already on roll, the additional 39 who did register from other schools proved to be a comfortable number to assimilate.

Results of the summer session were published and disseminated in the manner exhibited on the next page.

EXHIBIT C.

A REPORT

WORK OPPORTUNITY CENTER

A six-week summer session was open to all senior high school students of Minneapolis. This special program was conducted together with the regular Center program for over 280 enrollees. This report summarizes results of a larger study.

Summer Session

1969

THE MINNEAPOLIS PUBLIC SCHOOLS

Of the 19 boys who started the program, 14 (74%) completed the six-week session. Sixteen (80%) of the 20 girls finished.

Eight students earned two high school credits for their work. Eighteen earned one credit.

The average attendance for the group was 85%. Over half missed less than three days out of a possible 29.

Why did you come to WOC Summer School? 60% to gain skill and experience. 30% to get or make up credits. 10% to do something interesting during the summer.

Did WOC help you in your purpose?

Helpful	60%
Very helpful	40%

Was the experience helpful to you in planning your future?

A little help	40%
Helpful	45%
Very helpful	15%

Did WOC assist you in learning job skills?

A little help	25%
Helpful	25%
Very helpful	50%

WOC'S "worthwhileness"

WOC was a waste of time	0%
WOC had only a little value	0%
WOC was worthwhile	22%
WOC was very valuable to me	78%

Toward becoming the person you want to be has WOC helped you?

No help	14%
A little help	14%
Helpful	22%
Very helpful	14%
Very, very helpful	36%

An Orientation Questionnaire

A short but dynamic orientation period has proven both necessary and valuable. In a two-day period, students are introduced to the facilities, programs, services, staff, and procedures at the Center. They receive counseling, a health checkup, personal (social) services and vocational guidance on an individual basis.

Group discussion of common questions, aspirations, expectations, and feelings was tested for relevancy to the orientation program. An experienced social worker, skilled in group techniques, actively assisted enrollees in preparing themselves mentally and emotionally for their new role as WOC students. They explored their mutual concerns regarding their expectations, obligations, reasons for coming, goals, programs and feelings.

During these experimental group guidance sessions, each was asked to briefly write his reasons for coming to the Center, what he expected from the Center, and what he will do at the Center to fulfill his goals. (A few had such limited verbal ability that they experienced difficulty at writing.) The questions attempted to motivate each individual toward a clarification of his rationale for entering the Center. Caution was taken not to "coach" certain answers but each was instructed to make an honest appraisal of his or her feelings.

A total of 171 students (106 boys and 65 girls) completed the following open-ended questions:

1. "I came to the WOC because ....."
2. "I expect to get from the WOC ....."
3. "As a student of the WOC I will ....."

Boys and girls responded very similarly to question one. A significantly larger proportion of responses state that they want credits, diplomas or eventual return to a regular high school. Secondly, they seek job training and/or placement. Other reasons included:

- to learn to read better; need it to hold my job; to take GED.
- to study art; counselor or welfare worker advised it.
- to get occupational counsel; for deferment.

Most perceived the second question as similar to the first and again made reference to credits, diplomas, job skill training and to job placement as expected rewards for their efforts at WOC. There was no significant difference in the pattern of responses between boys and girls.

The last question was perceived by the students in different ways. Although 11% of the group gave no answers to it the remaining students

indicated a willingness to exhibit a variety of desirable behavior in order to achieve their goals. They typically did not exhibit these characteristics in the school last attended but they seem to know what is desired of them. More than 70% of the responses made reference to good attendance and work habits which they hoped to master. Again, a number (13%) indicated a willingness to earn credits or seek a diploma. Learning a trade or getting a job was the stated will of 7%. Only 1% indicated a casual attitude at the outset of training. It can only be assumed, of course, that these positive responses are true barometers of inward feelings, and that they will be translated into concrete behaviors at the appropriate times.

The questionnaire was useful in directing students to clarify their individual motives and aspirations as they enter the Center. Self-appraisal and goal setting is initiated in orientation and continually encouraged by the Center staff.

For subsequent use, a revised questionnaire has been developed for use in the orientation period. It will contain the following items:

1. I came to the Work Opportunity Center because.....
2. I expect to get from the Work Opportunity Center.....
3. As a student of the Work Opportunity Center I will.....
4. The things I did not like at the last school I attended were.....
5. I left the last school because.....
6. Who told you about the Work Opportunity Center?.....

COUNSELING DEPARTMENT

Counselors have met individually with each of the 1925 enrollees and in addition have provided specific services to an additional 777 who came in for orientation only. Over the first two and a half years (1966-68) this load was shared by 3 full-time counselors. Currently, two counselors share the responsibilities.

Enrollment data indicate that the numbers of students served has been growing over the years. An average of 307 individuals were served during a month in this period. Along with this growth has been an expansion in kind and amount of guidance services. Counselors have made more referrals and reports to other agencies and expanded their record keeping.

Counselors have taken more of a "case management" approach, becoming increasingly involved in a client's outside activities and prob-

lems, in contacts with employers, parole officers, and agency personnel.

The counseling staff has been engaged with new students all day each Monday, Tuesday and Friday leaving only Wednesday and Thursday for supportive work with established clients. The staff has been able to counsel with approximately 15 students per day on the average. Self-referrals are encouraged but ideally the counseling staff likes to seek out their clients in "natural environments" for life-space interviewing. In addition, some clients are returning for counsel after leaving WOC. These are both successful and non-successful WOC students. They perceive WOC as supplying "community agency" type of help.

The counseling load has been such that extensive research has not been impossible. The clientele have such need for supportive help that 100% of the group need more counseling than can currently be supplied. Only about 10% of the WOC population are "self-sufficient" requiring minimal counseling services. Most WOC students are "problem prone." About 40% of them need extensive help and require almost daily contact and the other 50% should have at least weekly contact on a continuous basis. The nature and depth of the problems are such that a counseling psychologist is needed on the staff.

About 95% of WOC students are diploma oriented and credit conscious because of the value placed upon high school graduation by employers and parents. About 5% are graduates and seek technical training only. The 95% are continually exploring themselves and what they want to do. Only a few, however, try out more than two or three job skill areas. They generally stick to one choice. Although the 95% seek credits for graduation they also actively involve themselves in technical training with employment as a goal. A diploma in reality is a rather remote reward which is often postponed in favor of an immediate job.

As a result of working with dropout students, the counseling department has made the following observations:

A. <u>Need For Clear Goals</u>

1. Many problems students encounter in a conventional school are the outgrowth of student frustration and anxiety regarding the goals of the school curriculum. The course work offered in the traditional school setting has had little relevance to the needs and goals of many students.

2. Much of the student groping and unrest is the result of their lack of realistic and meaningful goals.

3. Often students have not had an opportunity to make plans or to look ahead.

4. Society's emphasis on a high school diploma has made an impact on the student's desires.

B. Specific Personal Needs

1. Students need a coordinated approach from persons willing to help them with their problems.

2. Students frequently are disoriented with regard to the requirements of the world of work.

3. Schools and other agencies have been neglecting the students with regard to sex education. Further, seldom have students had an opportunity to consider in a personal way good health and grooming habits.

4. Students are continually asking for structure and guidelines.

C. Classroom Oriented Needs

1. Often students have not had an opportunity to demonstrate their capabilities while attending the conventional high school.

2. Because of their fear of criticism and rejection by both peers and adults, students in the past have been uncomfortable expressing themselves both orally and in writing in their classes.

3. It seems possible that the students who have had academic difficulties in the conventional school suffer from a lack of abstract thinking ability. They may need a stronger visualizing element in learning.

4. Many students suffer from a lack of reading skills but do have verbal understanding when approached on an oral basis.

5. Students need help in the classroom with organization.

D. Social Problems

1. Students attending the Center often have been loners and have little ability or initiative socially.

2. They have not had the opportunity to enjoy a great deal of positive acceptance by their classmates.

3. They frequently have belonged to gangs which have given little positive direction to their lives.

E. Emotional Problems

1. Students often seem aware of their problems but are unable to do anything about them. Furthermore, they find difficulty getting started toward their goals.

2. By the time students get to the Center many are suffering from serious emotional disturbances and generally have low opinions of themselves.

3. Student feelings of inadequacy rather than serve as stimulators toward achievement seem to act as depressors so that students tend to withdraw and refuse to compete.

F. School Oriented Needs

1. The students frequently feel that the conventional schools have treated them unfairly and seldom have given them any reasonable recourse other than to leave school. Further, many students at the Center have had a history of stormy relationships with teachers steming back to early elementary school.

2. Students often have been seen by virtue of their behavior and cultural background to be "negatives".

3. Students want to have control over their destinies and want a part in school decision making and want to assume responsibilities for themselves. They need to be involved in the organization of the school.

4. Students have suffered from a lack of positive rewards. The conventional rewards of grades and adult approval are not available nor effective for them.

G. Pace

1. Many students find difficulty keeping with the pace of the conventional school program. For some it is too fast and for others it is too slow.

2. Often students express anxiety for a more realistic and relevant routine or school program. The 55 minute class period is not always appropriate.

3. Students have a "can't wait" attitude which conflicts with the pace of the regular school.

Work Coordination

The major functions of the work coordinators are job development, job placement, and follow-up. Liaison between the student, employer and Center faculty is very important. When teacher and counselor feel the student is ready for a job, the coordinator prepares him for interviews, makes contacts, and placement is made.

As the technical training program has progressed, prepared students have found successful employment typically in proportions seen in the tables that follow.

Table 12, Jobs Secured

45 Month Period	N Enrollees	N Employed (%)
1966-1967 (10 mos.)	340	108 (32%)
1967-1968	601	246 (41%)
1968-1969	862	486 (56%)
1969-1970 (8 mos.)	958	410 (43%)
	Placement Average	(45%)

The table of Jobs Secured indicates that an average of 45% of the enrollees served in a year are placed in jobs. The vocational training program areas from which the placements were made is shown in the next table.

Table 13. Job Placement Areas
(42 Month Averages)

Program Type	Approx. Proportion of Jobs
Distributive	15%
Office	20%
Trades & Industry	55%
Special (NYC, Plans For Progress, Work Study)	10%

Job Placement Follow-up Studies

A 1967 study focused upon 114 students who had been placed on full-time or part-time jobs. As a result of their observations, coordinators agreed that a student who had a satisfactory attendance pattern at WOC also had regular attendance on the job and a satisfactory work experience. Irregular attenders did not persist on their jobs and were counseled back to the Center for attitudinal development before any further placement.

Coordinators cooperate with employers in evaluating student job performance and data is shared with instructors. In most unsuccessful cases, employers report a lack of desired work attitudes rather

than lack of technical skills. Several employers commented that WOC students with positive attitudes were among the best employees that they have had for some time.

Successful students traced their job success to good skill training, a personal relationship with the instructor, and unusual support from a coordinator. Coordinators report that most employers were cooperating at great lengths in assisting students in their efforts to improve and advance.

In another job follow-up study (N=236) conducted by the coordinators it was found that about 60% appeared to have made an adequate adjustment at their work stations and could be termed "successfully employed." Another 30% had moved on to another job or had left the city. The remaining were seeking new jobs or were unemployed.

A random selection of 38 students from among 200 placements was studied in October, 1967. In the summary report of that study the coordinators detected critical characteristics determining relationships at WOC and on the job. These were the students level of maturity, eagerness, shyness, independence, and work attitudes. Job mobility, due either to failure or boredom, seems a commonplace in the areas of unskilled or semi-skilled positions that are available to most of our clientele. It appears that the student aspires to a higher paying job for the money alone. They do not consider the training, education, seniority, and other pertinent factors that influence the securing of such positions. Their education in this phase of job orientation must be stressed, and a realization of one's present capacity be recognized.

The consensus of the Coordinators, as expressed in the sample, is a positive one. The vast majority of placements result in a satisfactory experience for both employee and employer. Student growth is evident in many of the cases. Unsuccessful cases have returned to the Center for more work and counseling.

In a follow-up study of attending and of non-attending enrollees (the ATT-NON-ATT Study), those who had availed themselves of WOC training and placement services had made some significant gains compared to the non-attending group. The study of the matched groups reported that:

62% of the attending group were employed at an average wage of $1.75/hour.

43% of the non-attending group were employed at an average wage of $1.60/hour.

Also:

- 53% of the attenders had earned an average of 4.9 credits each.

- None of the Non-Att group had advanced academically.

- WOC attenders had made progress in occupational training.

- 90% of Att group rated themselves as "satisfied" with their activities of the past 6 months.

- 38% of Non-Att group were satisfied.

- The majority of both groups felt they were getting along very well on their jobs, "OK" at home, and "OK" with themselves.

- In a self-rating of their futures: 55% of Att group and 20% of Non-Atts felt that their futures were bright.

SCHOOL REHABILITATION CENTER PROGRAM

During the 1968-69 school year the Center began a cooperative program with the School Rehabilitation Center to provide technical training opportunities to students with special learning difficulties.

Generally, SRC referrals are those not doing well academically in special learning difficulty classes in their home schools. Factors contributing to poor achievement include low ability, an absence of school motivation and behavior problems. Most have a combination of emotionally based problems.

After an initial three-week evaluation some of the referrals return to their home school, others leave school for employment or are referred to other agencies. Most of the students, however, remain at SRC to continue their education through a work-study type program.

Reasons For The SRC Cooperative Project With WOC

- There are limited technical training opportunities at SRC.

- Students identify as SRC students and feel secure in the program. They are fearful of new programs.

- Staff felt the students should be exposed to new and advanced training opportunities as well as contact with students in other settings.

Initial Reaction Of The Students To The WOC Program

- Refusal

- Reluctance

- Compliance

- The students appeared to be threatened by the new program.

Several of them indicated that SRC was using this as a device to "get rid of them." Several students felt they must be the worst students at SRC. In fact, selections were made from a group of students considered by the staff as capable of completing the program.

- The students seemed to be very threatened by the new, unfamiliar program and seemed to handle their fears by rationalization and avoidance.

WOC's Program For SRC Students

The seven students selected were informed of the reasons for the program and why they had been selected. This information was presented by the SRC Director and the Case Manager who would serve as liaison for the experiment. The Case Manager met with the group on several occasions. He explained the training areas at WOC and then took the group on a tour of Center facilities.

It was explained to the students that the program would last two weeks -- they could then continue at WOC or return full-time to SRC. Each student would be assigned to a WOC training area of his choice for one hour or one hour and fifteen minutes.

The Case Manager talked with each WOC instructor explaining the program, and presented a brief resume of the student to the instructor. He was also careful to involve the instructors in such a way that the progress of the program would be a joint effort - instructor, student and Case Manager.

The selected students met at SRC before 9:00 a.m. each day - a time that most SRC students enjoy as an opportunity to meet peers socially in the school lounge. They then attended first-hour class at SRC. At 9:45 a.m. an unmarked handicab bus was used to transport them to WOC. The Case Manager rode along each day. Upon arriving at WOC, the students went to their various chosen areas. The Case Manager spent the next hour visiting each area speaking briefly with each instructor and student. At 11:15 a.m. the bus returned the students and Case Manager to SRC in time for fourth period class and the popular SRC lunch hour.

During the return ride to SRC, the Case Manager was able to pick up many of the anxieties and difficulties the students were experiencing. Generally, these were worked out by the time the group arrived back at SRC. If indicated, the Case Manager met with the group at SRC and involved the entire group in supporting each other. Some individual conferences were also held.

On several occasions the group and Case Manager remained at WOC for lunch, using the coupons earned by the students for class attendance.

Attendance

There were seven students in the program. Attendance for the 75

total hours are as follows:

2 absences for psychiatric appointments

1 absence for parole officer appointment

1 absence for illness

1 absence for social worker appointment

70 hours present in WOC classes.

WOC Teacher Evaluation

- Informal discussions between the Case Manager and WOC teachers indicated a high degree of approval by the teachers.

- One WOC teacher remarked, "I was prepared to give this student so much individual help and attention that I was quite pleased when she didn't need it. Why, she went ahead on her own and caught on so easily."

- At the end of the two week trial one teacher wrote a very moving letter to the SRC director asking that the program continue. This same teacher eventually offered to hire two of the SRC students as summer workers in his training area.

- In all cases WOC teachers reported good cooperation, effort and ability to learn on the part of the students.

- All of the teachers asked that the program continue and include more SRC students.

SRC Teacher Reactions

- SRC teachers reported that there was little feedback to them during the first week, but during the second week they indicated that the students were talking favorably about WOC. Some of the students were bringing in examples of work and lessons from WOC.

- SRC teachers gave unanimous approval to the program. They felt it was causing some new interest by the students in moving beyond the school programs.

- SRC teachers reported that the students seemed to show new enthusiasm for school. They felt the students gained prestige at SRC and were proud of their accomplishments.

Program Extended

After the decision was made to continue the program for another 4½ weeks (to the end of the regular school year), the Case Manager asked WOC teachers to fill in a rating form of student behavior in class. The

teachers asked to postpone the evaluation until the end of the school year in order to give them more time for observation. The following table summarizes the teachers' evaluation of the seven students. One student had discontinued the program after the first two weeks to go to work. His evaluation was done for the two-week period only.

Table 14. Summary Of WOC Teacher Evaluation Of Seven SRC Students

Behavior in Class *	Satisfactory	Needs Improvement	Unsatisfactory
1. On time to class	10 **		
2. Willingness to work in class	10		
3. Dependability in completing assignments	7	2	
4. Ability to work alone	6	4	
5. Ability to work with the teacher	10		
6. Ability to work with other students	6	2	
7. Self-control	9		
8. Appearance and hygiene	10		

* All teachers did not rate each time.

** Some students attended more than one WOC training area during the 6½ weeks of the project.

Table 15. Attendance For The Additional 4½ Weeks Of The SRC Program Including The One New Student

Days present	132
Days absent (excused)	4
Days absent (unexcused)	11
Total	147

Change In Attitude Of The Students Concerning WOC Experience

- All of the students said they were glad SRC made them go to WOC.

- The students took more and more responsibility for being on time for the bus and for classes.

- All of them felt the program should be continued for other students.

- They all wanted to continue next year.

- They said they felt "different" when they first went to WOC but soon felt they were just like the WOC students.

- At the beginning, the students felt it was difficult to meet the WOC students; but they were now beginning to feel they were more a part of WOC.

- They wanted SRC staff to strongly encourage other kids to go to WOC. However, they should not be forced to attend if they did not care to.

- All of the students asked to continue at WOC for the remainder of the year.

- Three students expanded their time at WOC by 2 hours.

- One student discontinued after the initial two weeks because he took a day-time job which conflicted with school hours.

- One new student began at WOC.

Current Operation

- Most students prefer to utilize WOC on a part-time basis along with their SRC classes.

- The program continues with 8 or 9 students at any one time attending on a part-time basis.

- Students are given options of continuing or changing classes every five weeks.

- There is a need for more caseworker staff available on a daily basis to provide individual support.

- More SRC students need exposure to the WOC experience and SRC will need to find ways to involve a wider range of individual abilities.

STUDENT FOLLOW-UP STUDIES

Reasons For Withdrawal

Data from four studies with sample sizes totaling 604 (38% of 1552 withdrawals) were compiled from the 42 month period and indicate some measure of "success" with 61% of the group. The table below ranks termination reasons according to proportion of the sample.

Table 16, Reasons For Withdrawal

Rank	N	%	Reason
1	200	33%	obtained employment during school hours
2	97	16%	moved, cannot locate, or no response to outreach
3	78	12%	transferred to other schools or agencies
4	64	11%	completed course or personal training objectives
5	63	11%	non-attendance, no longer interested, no other information available
6	32	5%	home, family, health, financial, transportation or other personal problems
7	26	5%	completed credit requirements at WOC and have graduated
8	23	4%	into military service
9	8	1%	incarcerated
10	12	1%	administration request
Total	604	100%	

The largest proportion (33%) had obtained employment. Together with those that had completed personal training objectives, graduated, or transferred to other educational programs, a total of 61% experienced these successes. Of the remaining, 27% indicated situations over which the Center had little control.

Returnees To Regular High Schools

As students enter WOC they are asked to choose a goal. About 50% say they want to earn credits and return to high school for diploma. Most of them are two years or more from graduation and though many dream of

earning that many credits at WOC, few actually accomplish it. There are a few notable exceptions, of course. Many probably state a "return to high school" goal not because it is a firm conviction but because of parental and societal pressures to "get a diploma." But the problems and factors that precipitate early exit from regular schools can seldom be overcome in a brief period at WOC. Nevertheless, the WOC encourages such aspirations by endeavoring to promote attitudinal changes.

Of the 1552 withdrawals to March 1, 1970, 172 (approximately 11%) returned to one of the 12 regular high schools in the city, to a trade school, or to another educational agency. Most were eleventh (or tenth) graders with a mean age of 17½ years.

While at the Center, 42% earned credits ranging in number from 1 to 20 (Median = 2.5, Mean = 4.9). Their average length of stay at WOC (103 days) and their average attendance rate (42%) did not differ significantly from WOC population parameters.

Of the 172 returnees, approximately 60% persisted but 40% dropped out again for jobs, military service or personal reasons. About half of these returned to WOC again.

Those who persisted showed a better attendance pattern and earned a significantly higher proportion of passing grades than they did before dropping out of high school. The teachers and counselors of the returnees made positive comments concerning school adjustment for about 50% of those who remained and expressed negative evaluations for only 20%. The non-persisters had all dropped out again before earning any credits.

An average of 63% of the students who returned to high school found WOC helpful or very helpful in planning their futures, earning credits, learning job skills, and fulfilling their purposes. An additional 22% said WOC was a little help in these, 8% said "no help" and 7% said they didn't need help.

The returnees indicated that the two most important things in their lives right now were getting a diploma and earning money. Most of them planned to go to work, go into military service, or seek further education. Eighty percent of the returnees perceived their futures as very bright (10%), bright (37%), a little uncertain (45%), or dark and gloomy (8%). Ninety percent rated their WOC experiences as either worthwhile (40%), or very valuable and worthwhile (50%).

Graduates

High School graduation is very often a distant dream, if not an impossible goal, for many dropouts. But a diploma is perceived as a necessary credential admitting one to the better jobs and a better life. For many dropout youth, the Work Opportunity Center of Minneapolis provides a fresh approach to education. There is opportunity to pursue credits for high school graduation in a non-school setting centered around technical training and related academic studies.

A total of 124 students have earned their final credits at WOC or passed equivalency exams. This number represents 8% of all withdrawals over the 42 month period.

Eighteen of the 59 successfully passed the G.E.D. exams for an equivalency certificate. The remaining 106 were granted diplomas from 11 local and 2 suburban or out-of-state high schools. On the average they were older than the average WOC student, nearly 19, with G.E.D. recipients nearly 20 years of age.

Table 17. Diploma Recommendations and Diploma Equivalency Certificates

	Male	Female	Total
Regular high school diploma	61	45	106 (85%)
Equivalent certificate	14	4	18
Total N	75 (60%)	49 (40%)	124 (100%)

- 124 is 8% of 1525 withdrawals.
- Males and females are in the same proportion as found in the WOC population.

While at WOC these students exhibited a wide variation in attendance periods and patterns. The Mean attendance rate was 62% over a period of 141 days (or 88 days attended on the average). Individuals, however, ranged in days attended from 19 to over 250. Their attendance rate (62%) was significantly better than that established by 1428 other WOC withdrawals (46%). Their average number of days attended (88) was longer than the WOC average of 47 days and approximates one semester.

The 124 diploma recipients earned between one and 30 credits each. The average number, 8.6 credits, is greater than the 4.6 average earned by the 25% among the WOC population who earned credits. As might be expected, there was a strong correlation between number of credits earned and days attended. About 60% of the credits were earned in related academic courses.

Responses to follow-up questionnaires sent to each graduate indicated that WOC proved helpful in fulfilling their purposes in setting goals, in earning credits, and in obtaining employment. The majority of the respondents were enthusiastic about the staff, mode of treatment, facilities, and especially for the understanding help received.

A few typical case studies which appeared in the 1967-68 diploma recipients study are presented here.

Case #1. Young man, part American Indian, 18, from northern Minnesota logging family, came to live with brother-in-law in Minneapolis. Ambitious boy, worked full-time nights, yet made 8:30 classes at WOC. Attended 74 days, earned 10 credits, excelled in machine shop. Came wanting to better himself and liked the way WOC and counselors tried to help and understand. Said his WOC time was very worthwhile. Says WOC should be expanded. Plans to enter Dunwoody or University of Minnesota. Working full-time now as spot-welder. Sees a bright future ahead. Says WOC was "very, very helpful in getting a job, and fulfilling his purposes."

Case #2. 18 year old girl, unwed mother, gave up baby. Had attended local vocational school but lacked initiative, cooperation and reliability. Transferred to another high school but was again consistently absent, failed all classes and exhibited great disinterest. Was interested in office skills, WOC gave fresh start. Attended 115 days, very few absences. Earned 16 credits. Adjusted well after pregnancy. Graduated. Now working as machine operator in local industry. Plans to keep working, save money and get married. Sees future as bright and feels WOC has been very helpful. Says she could never have graduated without WOC and thinks the purpose of the school is great. Liked that she could earn credits at her own pace.

Case #3. 18 year old boy from northeast section of city. Dropped out after completing 11th grade. Was described as well-liked and creative but undependable - put forth only minimal effort. Spent much time socializing and in his car, would not conform. Average to above ability but had many academic failures. Wanted college and to become an architect. He set goals for himself at WOC and stuck to his tasks until completed. Earned 10 credits (English, social studies, small engine repair and work experience). Attended 109 days with excellent pattern. Says he most "liked the friendliness of everybody there which made you feel people cared about you." Feels WOC was worthwhile to attend and very, very helpful in fulfilling his purposes.

Transfer Credits Earned At WOC

The first sample (N=255) was drawn from among 1156 students served between 1966 and 1968, and a second sample (N=498) from among 1925 enrollees served between 1966 and 1970. On the basis of these samples the following approximations are concluded:

Table 18. Transfer Credits Earned At WOC

25% of the WOC population earn credits.

55% of all credits earned are in related subjects.

30% of all credits earned are in technical courses.

15% of all credits earned are for work experience.

1-22 range in credits earned

4.5 Mean N of credits earned

3.5 Median N of credits earned

The disparity between the mean and median indicates that a few students are very credit oriented and each earn between 10 and 20 credits to increase the mean number. Also, a larger proportion of girls (28%) earn credit than do boys (24%).

The Att-Non-Att Follow-up Study (June, 1967)

Interviews were conducted and data gathered on randomly selected groups of 21 attenders and 21 non-attenders in an effort to evaluate WOC's procedures. The two groups were found to be similar in age, verbal and numerical ability, previous school achievement and attendance. A larger number of attenders, however, were more personally motivated to earn credit or to "learn a trade." A more significant proportion of attenders were unhappy at other schools and were less likely to have been referred to WOC by parental pressures, friends attending WOC or by parole officers.

The non-atts first impressions of WOC were favorable; but jobs, job-seeking, transportation, other interests, or home and family problems kept them away. Fifteen of the 21 were employed, mostly at entry-level jobs requiring new initial skills and little on the job training. Few conveyed any feeling of "permanency" in their jobs.

Both groups had similar occupational aspirations but the attending group felt more sure of their goals and how to attain them. The attenders were generous with praise for WOC's mode of operation, staff, individual help, fewer restrictions, friendlier relations, and interesting classes. Favorable responses outnumbered negative ones 25 to one. Most felt that the quality of their work was eigher A or B, and that the Center was very helpful in changing their school attitudes and in accomplishing new things.

A WOC Student Follow-up Questionnaire

Ninety-seven former WOC students responded to a short, follow-up questionnaire sent out in January of 1969. The responses indicated that among these former students 51% came to WOC with diploma or credit earning aspirations, 33% came desiring job skill training or jobs, and another 10% said WOC was the last educational option available to them.

Ninety-one of 97 students made 114 responses stating their "likes" about the Work Opportunity Center:

- 45% of the comments mentioned freedom, independence, minimal rules, relaxed atmosphere, adult-like treatment afforded, or opportunities to direct their own education.

- 25% liked the sincerety, friendliness, helpfulness, humaness, or personal interest shown by teachers and staff.

- 10% liked the curriculum -- courses, hours, options, teaching methods, individual instruction.

- 9% mentioned specific course names.

The former students were asked how much help WOC had been to them in seven areas of "helpfulness." The results indicate that WOC was significantly helpful (rated either "very, very helpful," "helpful," or "a little help") to most of the 97 students. The table below summarizes the percentages of responses.

Table 19. Helpfulness Rating Of WOC

Question: How much help was WOC to you in....."	Helpful % of 97 rating WOC "very helpful," "helpful," or "a little help"	Not Helpful % of 97 rating WOC "no help at all"
a) fulfilling your purposes (above)	74%	18%
b) planning your future?	62%	26%
c) earning credits?	50%	28%
d) learning job skills?	73%	16%
e) improving math or reading skills?	40%	31%
f) solving personal problems?	51%	27%
g) getting a job?	37%	37%
Mean	55%	26%

Finally, the questionnaire asked the former students to consider all schools they had attended and in comparison to rate the worthwhileness of their WOC experiences. A significant proportion (69%) rated WOC on the higher end of the scale: either worthwhile (39%), or very valuable and worthwhile (30%). A copy of the questionnaire is included in the appendixes.

Self-Concept Post-Treatment Changes

A sample consisting of 32 boys and 22 girls who had been enrolled at the Center for a reasonable and representative period was selected (June, 1968) and again were administered the Adjective Check List self-concept instrument. The pre-post differences in ACL scores were analyzed to observe any statistically significant changes in self-attitudes.

The sample had attended WOC for an average of 46 days over a period averaging approximately 16 weeks. The mean age of both boys and girls was 18 years and one month.

Approximately 60% of the group made improvements in self-perception scores. The number of girls making gains was significantly greater than those making losses. Their average increase was also significant. A significantly larger number of the combined groups made positive gains than made losses.

Another sample of 110 students (55 male and 55 female) was selected from among the entrants tested in 1968. These were all retested in January, 1969. At the time of retesting, the students were on the verge of leaving the Center to re-enter high school, to go to full-time jobs, or as graduates. Students in the sample had a mean age of 17.4 years, and had attended the Center for an average of 54 days.

Males in the sample showed a significant increase ($P < .01$) in pre- and post-test scores on the 28 positive items, but no appreciable change in the negatively toned stimuli. Females increased in the positive items ($P < .20$); but not as significantly as the males. They too, showed no change in their response to the negative items.

Items in which significant change occured for males are: (*indicate those in which girls showed significant change.)

* competent
  productive
* thorough
  efficient
  dependable
* serious
  an organizer
* logical
  responsible
* confident
* practical
* contented
  reliable
  careful

Adjective Check List Follow-up Questionnaire

After a period of time in a Work Opportunity Center training program, a sample of 32 boys and 22 girls, whose attendance at the Center

averaged nearly 16 weeks, were readministered a self-attitude check list in order to determine any changes in their self-perception. Approximately 60% of the group made improvements in their scores. The extent of improvement and the number making improvements were significant among the girls. The 54 individuals also responded to a questionnaire soliciting information and comments regarding their activities, progress and goals.

Among the group, 56% were employed part-time or full-time and 83% of these also attend WOC. Only 9% were neither working nor attending school. Eighteen percent of the girls were married and some of these were young mothers. As to their satisfaction with these activities, a significantly larger number of both boys and girls were reasonably or very satisfied than were not satisfied or only a little satisfied. A greater number who made gains in their self-perception scores on the ACL instrument also were distributed significantly higher on the "satisfaction" scale.

Each student evaluated his or her progress toward becoming the person they most want to be. On the average the group felt that they had gained, boys particularly. A significantly larger number of both boys and girls responded to the more positive end of the 5-point scale than to the more negative. Both self-perception score gainers and losers were similar in this regard.

Both boys and girls on the average felt that the Center was very helpful in assisting them in personality growth. The numbers responding on the higher end of the helpfulness scale were significantly larger than those responding to the lower end of the scale.

The goals and plans stated by the girls and boys indicated that at least 50% felt a need for additional education or training of some sort. Over 70% mentioned a desire for substantive employment. Boys (27%) mention military service and girls (18%) mention marriage and families in the near future.

A number of unprompted comments were received on the questionnaire. Those also expressed optimism and hope rather than despair and defeat. They also expressed appreciation for the opportunities afforded by the Work Opportunity Center.

PERSONAL SERVICES DEPARTMENT

In addition to the studies reported previously concerning student attendance and reasons for coming to the Center, the Personal Services Department has contributed pertinent student health information. Three studies of student health data have been published. These document the debilitated health condition of a significant proportion of WOC youth. Also, studies on drug use and sex education are in process of publication.

Health Studies

The first health study covered 174 enrollees who took physical examinations between February and November of 1967. Among these 174 students, 75 (43%) were discovered who needed one or more kinds of medical treatment and/or dental treatment. Of these 75 individuals, 57 had need of treatment for a total number of 98 disorders.

This proportion needing medical and/or dental treatment was compared with a group of low-income-family high school students from other schools. They were required to take physical examinations of the same kind (at General Hospital) for community employment purposes. Among the latter group of 261, only 25% were found to be in need of help. In comparison, a significantly larger proportion of WOC's dropout students needed medical attention:

Table 20. Students Needing Medical or Dental Treatment

	N	Proportion
WOC students	174	43%
NYC (regular high schools)	261	25%

(The difference in proportion is significant at .01 level)

The kinds of disorders or referrals indicated in the WOC students' exams are listed below:

14 - eyes

3 - ears

11 - psychiatric

10 - orthopedic

21 - abnormal blood

4 - skin disorders

3 - gynecology

12 - obesity

2 - upper gastro-intestinal

2 - lower bowel

1 - kidney x-ray

2 - electroencephylogram

6 - throat cultures

2 - EKG's

1 - rheumatology

1 - neurology

1 - proctoscopic

1 - venereal disease

1 - surgery

98 Total referrals on 57 individuals

In addition, about 50% of the WOC sample were cited as possessing nervous symptoms such as skin rash, nail chewing, upset stomach, insomnia, colitis, or nervous tic's.

In the second study covering 375 physical examinations administered during the 1968-1969 school year, a wide range of abnormalities were diagnosed. Following initial examination at General Hospital, referrals for further diagnosis and treatment were made for the following conditions:

Cardiac Clinic - 2

Dermatology - 16

EEG - 3

EKG and 4 views of heart (for heart murmurs) - 13

Eye Clinic - 11

ENT Clinic - 9

Gynecology Clinic - 4

Hypertension Clinic - 1

Medicine Clinic - 1

Neurology Clinic - 2

Obesity - 7 (2 to PHC nutritionist; 1 to U. Comprehensive Clinic)

Psyche Clinic - 3

Speech Clinic - 1 (for complete evaluation & therapy)

Surgery Consultation - 3 (for double hernia, and heart murmur, and ear)

Urology Clinic - 1

X-Rays: Skull - 1
Spine - 3
Ankle & Knee - 1
Chest - (initially on all; 2 repeats; 2 emergencies for possible pneumonia)

Other examinations made in follow-up:

Procto - 1

Gall Bladder X-Rays - 2

UGI Studies - 2 (stomach & colon)

Glucose Tolerance - 2

Fasting Blood Sugar - 2

IVP (Kidney function test) - 1

Throat cultures - 7 treated

Blood studies: for sickle-cell anemia
for hepatitis
for mononucleosis

Repeats on blood tests (8)

For V.D. and treated (2)

Urinalysis (35)

Diabetes - 3

Congenital heart disease

Congenital hearing loss

Epilepsy - 3

History of rheumatic fever, on pencillin prophylaxis

Pregnancy

In the latest study of enrollees health data, a wide range of individual and multiple health impairments, past and present, again was noted. Data of interest reported on this group (N=330) from the 1969-1970 school year were the following:

7 Syphilis or Gonorhea (treated)

74 Hepatitis, mono, polio, bladder and kidney infections, appendicitis, rhuematic fever, cardiac troubles (past histories)

24 Severe dental needs

5 Tuberculosis (positive X-Ray)

31 Past pregnancies: one - 25, two - 3 among 28 girls.

12 Reported ear pain, ringing, drainage

22 Severe hypertension, chronic headaches

15 Emotional illness

14 Convulsions or epilepsy history

28 Stomach ulcers

15 Chest pain

59 Shortness of breath

12 Chronic cough

56 Need corrective lenses or new prescriptions

31 Color blindness

72 Poor depth perception

Of interest is their smoking habits. Over 60% of the 330 individuals in the 1969-1970 study (72% of the males and 57% of the females) reported that they used cigarettes to these extents:

18 one pack per week

14 two packs per week

67	half pack per day
81	one pack per day
20	two packs per day
4	more than two packs per day
2	smoked cigars (males)
206	(62% of 330)

Coincident with these smoking habits is a correspondingly high rate (27%) of respiratory complaints reported by the group.

Sex Education At WOC

Students at the Work Opportunity Center, through their Student Advisory Council, requested that a sex education course be offered at the Center. Two members of the faculty, a male social group worker and a female nurse, were asked to serve as consultants for the course.

It was felt that the group discussions should be co-educational and under the co-leadership of the nurse and the social worker. These leaders provided an atmosphere of security as well as an adult of each sex with whom the members could identify. This arrangement has provided the group with a free climate in which to ask questions and participate in discussions. The nurse was able to give the medical background which is needed and was able also to express her feelings as a woman, a wife, and a mother. The male social group worker used his skill to help the group express their feelings, used his knowledge and skill to help reticent members of the group verbalize feelings and questions; attenuate over-talkative individuals and added to the discussion his personal feelings as a man and a husband. Emphasis was placed on the psychological differences between the sexes and on the importance of understanding ourselves as well as understanding the opposite sex.

It was discovered that students are facing a very difficult time in their lives. They are searching for group identity as well as their own individual and sexual identity. These young people are struggling with parental authority, school authority, and the authority that comes from the society in which they live. They lack information and have accumulated misinformation regarding human sexual behavior and human relationships. In discussing various types of problems, both consultants helped the group look at the various alternatives and the consequences of these alternatives. They did not tell the members that certain actions are right and others wrong. Enough information was provided to the members of the group so that they had the opportunity of intelligently determining their own course of action.

The leaders utilized the latest written material on sex, sexuality

and sex relationships and made extensive use of movies, film strips, appliances and models.

The group met twice a week with new members entering each week and other members leaving. Material for discussion was presented during the first fifteen minutes of the hour to set the theme. However, many questions were raised which did not necessarily apply to the original topic and the students did not want to wait until the next meeting to get their questions answered. Flexibility proved very important at such times. Leaders must meet the students where they are and deal with emotions as they are expressed. Eye contact was important, and group members sat in a circle during the discussions.

The students were encouraged to use the language with which they are familiar. The instructors were not shocked by language of the street but provided correct terminology when the members of the groups used slang terms in expressing their questions and feelings.

The nurse and the social group worker provided each other with support. They were able to cope with most questions that the students brought forth. (Both feel that there is no topic that should not be discussed in the groups.)

Every effort was made to be very objective in working with the groups. However, personal values do creep into discussions from time to time. The instructors are not afraid to present their own values, but they do take care not to impose them on the members of the group. The object is to provide valid information and material from which the students can make their own decisions and establish their own values.

The main concerns of students seem to be the feelings and attitudes of the opposite six. How do they feel, what are they looking for, and how do they perceive others? Opportunity was given for a thorough exploration of these questions.

1. The Psychological Differences Between the Sexes
2. Understanding Your Own Sexuality
3. What is Sex Education?
4. Sexual Maturity - Physical, Emotional and Social Problems
5. Love - Kinds of Love, Differences
6. Human Reproductive System - Review Anatomy and Physiology, Conception and Contraception
7. Venereal Diseases
8. Sexual Pathologies
9. Marriage and Marriage Relationships

10. All Aspects of Human Relationships - Covered in as much detail as possible.

A "Discussion Box" was established and students dropped in anonymous questions for comments. A number of them are presented here:

"If a girl goes all the way before marriage, does it change the guys opinion of her?"

"Can a girl always trust a fellow when he say's he will take it out before he comes?"

"Is a person who masturbates normal?"

"What's acceptable on the first date if the girl is fast?"

"How can you change (by an operation) a man into a woman or a woman into a man?"

"Can narcotic drugs hurt you mentally or physically? If you're expecting a baby at the time you're taking the drugs, can it hurt the baby?"

"Is there anything wrong with masturbation?"

"What do the boys think about birth control?"

"What do the boys think about a girl who takes birth control pills?"

"Can you contract V.D. through oral copulation?"

"What makes a person a homosexual?"

"Is it really painful to a boy when he gets hot and bothered and doesn't have a sexual release?"

"How many times does a girl have sex before she gets pregnant?"

"What do boys really think of girls that go all the way?"

"What do boys think of girls that swear and tell dirty jokes in a mixed crowd?"

"Is it really wrong to have intercourse before marriage?"

"Why is it acceptable for boys to screw before they get married and girls aren't supposed to?"

"How far does a boy expect to go on a first date?"

"What's wrong with petting as long as you don't go all the way?"

"Is the guy who likes to show himself to girls a homosexual?"

"Why do girls become lesbians?"

"Can a person be a homosexual and still want intercourse with the opposite sex?"

"What does "69" mean?"

"Is a person who looks in windows a homo?"

"What kind of a boy does a girl really want to go out with?"

"What does a boy really expect from a girl on the first date?"

"Do the type of clothes a girl wears stereotype her in the eyes of boys?"

"Do boys really put girls into specific categories?"

"What is a skuzzie?"

"Do girls really want to go out with the hippie type?"

Student Comments About The Sex Education Discussion Group

"When I came to this school, I didn't know much about how babies got inside a mother. I never heard the word intercourse before or know what it meant. I didn't know the father had anything to do with getting a baby. I didn't know there was such a thing as a venereal disease. I learned a lot in these classes, I think they're good."

17 year old girl - high school graduate

"I have found out a lot about sex and what it's really all about. Before I came to this class, I had mixed up feelings about child birth reproduction and what it really was."

17 year old girl

"I found out about how and why people feel the way they do about sex, why I was so confused about homosexuals and why they do what they do. I think this class is really great. It's too bad that there aren't more places that kids can go and find out the real truth about sex."

18 year old girl

"In this class you are able to open up and talk about things you can't talk about in other classes. I think you should make this a regular class, and not just a special one."

17 year old girl

"We people here at the Work Opportunity Center are for the majority over sixteen and adult "put it on the line" approach is the only way to get through to young people."

16 year old girl

"I think sex education is a good thing."

17 year old boy

"I think that it should be split into smaller groups."

17 year old boy

"I have enjoyed these sessions as long as it's the students who ask the questions and learn from one another."

16 year old girl

"I believe it is a good program to have sex education because there is a lot to learn about sex."

17 year old girl

A Sex Education Questionnaire

During the 1969-1970 school year, 55 students (12 males, 43 females) volunteered personal information on A Sex Education Questionnaire. The results could not be generalized to the entire WOC population but they were helpful in planning a sex education course offered by the Personal Services Department.

The median age among the group was 17½ years. Only a third were living with both parents, 27% were residing with their mother only, and the remaining had other arrangements (alone, in foster homes, with friends or relatives, etc.). About half were working, mostly at part-time jobs. Only slightly more of them considered their family finances "poor" or "below average" as compared to the number who said their families were "above average" or "wealthy." Most said the neighborhoods were "average." Seventeen had been on parole or probation and seven reported themselves in that status currently.

Most rated their last schools as "poor" rather than average or good:

44% rated last school poor,

37% rated last school average,

18% rated last school good.

Among sources of sex information, "school" and "friends or brothers and sisters" had been their major source:

43% school,

30% friends, brothers, sisters,

20% parents,

6% books and magazines.

Parents, school, and church proved to be poor sources of sex education for the individuals:

85% said <u>father</u> contributed little or none,

62% said <u>mother</u> contributed little or none,

62% said <u>school</u> contributed little or none,

95% said <u>church</u> contributed little or none.

Most said they would prefer to get sex information from school courses:

50% prefer sex education from <u>school</u>,

20% prefer sex education from <u>parents</u>,

15% prefer sex education from <u>friends</u>,

15% prefer sex education from <u>church</u>.

A majority felt that their parents would approve of sex education being taught in the schools. The group surmised their parents attitude toward sex in several ways:

22% - sex is good,

43% - sex is dirty,

35% - sex is duty,

10% - don't know.

Most of the group had gained knowledge of masturbation in their early years:

53% during elementary years,

30% during junior high years,

16% during senior high years.

Initial masturbatory experiences were reported as young as eight years of age even among girls although fewer girls practiced it or responded to the question. Most had mixed feelings over the act.

Specific knowledge of human sexual intercourse was learned by 60% of the group between the ages of 10 and 13 years, by 28% at age 14 or later; and by 12% below age 9. They learned largely from friends (85%) at school although about 15% said parents informed them.

All of the males (N=12) and 37 of 43 females reported having had sexual intercourse even at early ages:

7 at age 12 or earlier,

19 at ages 13, 14 or 15,

22 at ages 16, 17, 18,

1 at 19 and over.

In 75% of the cases these first experiences were with older partners. Their feelings were mixed regarding it:

40% felt it was alright to do,

30% felt guilty,

30% felt confused.

Many feared pregnancy, venereal disease, or felt guilty on moral grounds.

Three-fourths reported having had more than five of such experiences. Males tended to have more experiences and with a greater variety of partners although this tended to be true of the entire group:

13 had one partner,

19 had 2 to 5 partners,

19 had more than five partners.

Most of the group of 55 felt that it was alright to do:

31% said its alright anytime,

33% said its alright if your engaged, going steady or in love,

13% said its morally wrong,

12 gave other responses or no response.

A Drug Use Questionnaire

As a result of conversations with students, the Personal Services staff became increasingly concerned about drug usage among WOC students. Primary among concerns were the following: how widespread is the usage of drugs among our students, what kinds of drugs are students experimenting with, and how well informed are our students as to the effects of drug usage? Students also expressed concern over these issues and about the accuracy of information they were receiving about drugs. Students and staff members of the Personal Services Department cooperated to develop and administer a drug-use questionnaire. The questionnaire was worded in the current language of the students. The confidentiality of the individual participants was guaranteed. Our purposes were to obtain a more accurate picture of the adolescent drug scene at WOC and to obtain more adequate background information for developing a drug education program.

In the spring of 1970, 148 WOC students (93 males, 55 females and essentially a random group) completed the questionnaire seeking their personal experiences and attitudes on teenage drug use. The largest proportions of them were 16, 17 or 18 years of age:

25% 16 years,

41% 17 years,

20% 18 years,

10% 19 and up.

About half were working full or part-time. Their living arrangements were normal for 45% of them but in about 55% of the cases:

25% lived with mother only,

12% lived with father, relatives or in foster homes,

18% lived alone, or with friends, or had other arrangements.

Although most felt they came from families of average means, more said their's were poor or below average than above average or wealthy. The 24% who rated their financial position as below average or poor coincides with our student data summary which indicated that 22% of the families of students are on ADC or Social Security. However, there appears to be a tendancy among WOC students to over-rate their financial position.

Thirty-seven percent had been on probation at some previous time and 14% were now in that category.

Most of their knowledge on drugs and drug effects had come through friends (47%), books and magazines (20%) or school (17%). A majority of 60% felt well informed as to the effects of drugs. Most would like to get more information from the medical profession, from friends, school

books or magazines. Discussions of drugs with their parents were non-existent, emotional, or not believable in 63% of the cases. The respondents stated that very few of their parents (only 6%) had ever used non-prescriptive drugs.

As to their personal experience with drugs, 115 (78%) indicated they had tried drugs once, were now occasional users, or were using them continuously in order to get high, to experiment, or to be "in" with the group. Sixty-eight were currently users and 63 (43%) indicated they used drugs while attending their previous school. Nine (6%) had at one time been jailed on a narcotics charge.

Forty percent of the drug users stated that their parents knew of it and an equal proportion said their parents did not know. About 20% were not sure if their parents knew or not. Of the students whose parents knew of that use, 75% said their parents disapproved. The remaining said their parents "tolerated" their use of it.

Of those who had taken drugs, about 20% had tried them below the age of 14; 70% at age 15, 16, or 17. After their first try most felt it was "great" or "O.K." Some felt confused, scared or guilty. Most had obtained the drugs from friends rather than local "pushers"or other sources.

Among the 80 who said they were currently non-users, 58 or 73% said they have been encouraged (presumably by peers) to try drugs. The group was bothered mostly by the health hazards and the felonous implications in using drugs. Very few said it "was wrong" in a moral sense. A few said they were bothered by the peer pressure to use drugs in order to be "in" with the crowd.

Out of the entire group of 148, 31% acknowledged that they had used prescribed medicines in a non-prescriptive way. Among other ways of getting high.....

61% had sniffed glue,

20% had sniffed paint thinner,

11% had sniffed other chemical fumes.

A majority of 44 who were able to recall when they first sniffed chemicals said they were of junior high school age at the time:

11% elementary age,

73% junior high age,

16% senior high age.

Only seven said they were currently "sniffers", some with rather regular habits. A great number of the group felt that if their younger brothers or sisters began such a habit they would be disturbed, would try to stop him/her, or would tell their parents. This same strong

feeling was evident regarding the brain damaging dangers of frequent glue sniffing. The group had apparently been made well aware of such hazards.

When asked whether they had ever used marijuana, 105 of 148 (71%) responded yes. Among 67 who said they were current users, most were daily or weekly in the habit:

24 smoked marijuana daily,

21 smoked marijuana weekly,

10 smoked marijuana monthly,

11 smoked marijuana only occasionally, or when available,

5 made other comments.

According to 113 respondents, marijuana was easy to obtain. Only 25% of the responses to a checklist of marijuana effects indicated that the group thought it harmful. Much fewer indicated that it lead to other drugs. Twenty percent of the responses classed "pot" as helping one to relax, to forget problems, or helping one to have fun. As to the question of legalizing the possession of marijuana, 63% of the 148 respondents answered yes.

An alarming number (64) said they had tried LSD but only 34 admitted to current use. Most of the latter used it monthly or less often and used it for its stimulating and hallucinogenic qualities. About 50% of the entire group said LSD was easy to obtain. Thirty-nine reported having personally experienced a "bad trip" and more had observed others experiencing such trips. A "flashback" had been experienced by 37 respondents.

Of the 64 who had experienced acid (LSD):

15 responses indicate they will do it again,

33 responses indicate they may do it again,

15 responses indicate they will never do it again.

Of 139 respondents, 52 (37%) said they had tried speed (methedrine) and 25 were still using it. Most felt it left them nervous or depressed. Again, this drug was fairly easy to obtain, according to about 50% of the group.

The numbers that have used these aforementioned drugs and others are summarized in Table 21.

Table 21. Students Having Tried Drugs
(Total N in Sample=148)

Proportion of Sample	Drug Type or Name
71%	Marijuana (pot, grass, etc.)
43%	L S D (acid)
37%	Methedrine (speed)
26%	Amphetamines (bennies, roses, hearts)
34%	Barbiturates (seconal, tuinal, red-devils, yellow jackets, rainbows)
15%	Heroin (smack, "H")

Concerning the last category, 11 indicated that they were current users of heroin and that the habit was a considerable cost of them:

5 - less than $25 per day,

4 - $25 to $50 per day,

1 - $50 to $100 per day,

1 - over $100 per day,

Among 70 who said they were drug users (including marijuana) the following amounts were spent per week:

5 nothing (got it from friends),

23 less than $5,

18 $5 to $10,

17 $10 to $15,

1 $15 to $25,

6 over $25.

Fifty-two said that they had at one time or another sold marijuana and 30 said they had sold other drugs.

Most of those queried had some knowledge of the dangers and some realization that drugs were not necessary to normal human living. Only eleven had ever been involved in a drug treatment program, 40 had been involved in a drug education program, and about half of the total group said they would attend a drug education course if it were offered.

Asked whether drugs were more readily available around WOC than at other schools they had previously attended, their answers were these:

46 yes

67 no

17 don't know

18 no response

Perhaps a general attitude of those youths who claim they use drugs is summed up in their responses to these questions.

Do you dig dope?

61 yes

38 no

Does dope scare you in any way?

50 yes

49 no

Could you quit dope?

63 yes

8 no

13 don't want to

Will people ever stop turning on?

6 yes

88 no

RESEARCH

Areas and procedures for evaluation and research have been formulated from the inception of the Work Opportunity project.

Major areas which have been explored include:

1. The student: physical examination; academic history; work experience; psychological problems; self-perception; attitudes, home background, performance at the Center.

2. The curriculum and other Center experiences: what constitutes suitable instructional matter and materials; motivational devices; granting of transfer credit; orientation programs; counseling and guidance techniques; attendance; and curriculum revision.

3. Follow-up studies: job placement, return to high school; graduates; referrals resulting from the initial physical examination taken by each student; and attitude changes.

Research and evaluation conducted from May 1, 1966 through March 31, 1970 includes these publications or reports:

94 studies on students, curriculum, and follow-up (titles are listed in the appendix);

46 monthly letters reporting on in-service programs, curriculum developments, counseling, personal service, work coordinator activities, and research;

16 quarterly reports which include summaries of important findings as well as case studies;

2 brochures describing Center activities;

3 case study booklets;

16 quarterly reports of expenditures of funds;

16 quarterly requests for funds indicating budget areas;

5 yearly summaries of activities (3 for Vocational Education, two for Title III);

5 journal articles;

4 proposals written for the acquisition of funds;

5 papers read at conventions of the American Personnel and Guidance Association and The American Vocational Association.

In addition to these publications, the research staff developed these outlines (which appear in the appendix) for use by teachers:

1. A Suggested Outline For Writing Case Studies.

2. Suggestions For Developing A Classroom Research Study.

3. Some Suggestions For Working With Dropouts.

4. Teachers' Attitudes Toward the Culturally Disadvantaged.

5. A Dropout Prediction Table.

A number of data collection forms and questionnaires were developed for periodic use. A few of these are included in the Appendix. A copy of the Adjective Check List, a self-attitude inventory, is also included.

Applied Research Results

Emphasis was placed on the utilization of the research and experience during the first 3 years to design, implement and evaluate techniques, materials, and special approaches. The research staff was instrumental in providing data and discussion leading toward modifications and improvements. As a result, new activities, both within the school and in the community, have been stimulated.

The School

- New procedures for outreach were introduced. The program insures contact with prospective enrollees, as well as follow-up with poor attenders.

- The admission and orientation procedure was refined. Positive aspects of previous attempts were incorporated into a sequence which has resulted in a more active participation by the new enrollees.

- The efforts of counselors, social workers, teachers, and work coordinators were brought together in a procedure which should bring more supportive aid to all students as they prepare to transfer, graduate, or enter satisfying employment.

- Extensive changes in the physical layout of the school - moving of skill areas to different and more practical quarters - have resulted in a better program for all students.

- The WOC has become a vital part of the Minneapolis school system. Three new programs: cooperative enrollment in a home school and the Center for senior high students; the junior high school program for 140 potential dropouts from inner-city schools; and the providing of skill training for young people from the Special Learning Difficulties Center.

The Students

- A greater involvement of students in determining and implementing policy through the Student Advisory Committee.

- Three all-school meetings on human relations attended by students and staff. Agendas for these meetings were drawn up by a Student Committee.

- Involvement of junior high students.

- A significant increase in the attendance rate for a great majority of students.

- A significant change in attitudes toward self was noted, especially among the male population.

- More successes in all Center goals: graduation, GED examinations passed, returning to home schools, and job placements.

The Staff

- Revisions of all course guides based on the results of experimentation with new approaches during the 1966-70 period.

- Extensive in-service education in the field of human relations and communications.

- A confident approach toward experimentation with new techniques and materials.

- A mature and more confident attitude seems to prevail.

- Problems of teacher-student, and intra-staff communication are discussed openly in faculty meetings. A refreshing phenomenon in education. Members of the faculty understand each other better, and the students profit from this more fluid and frank communication.

The Community

- More cooperation between agencies and the Center: health, school, special services, police and probation officers, etc.

- An acceptance of the Center as a "last resort for many young people regardless of previous personal history."

- Utilization of the Center as a source of information on dropout and disadvantaged youth. Administrators from all over the United States, from France, Canada, Japan, Thailand, and Viet Nam have visited the Center and have requested materials.

- Local colleges and the University of Minnesota have used the Center as a laboratory for young people preparing to be teachers.

- Research reports prepared at the Center are being circulated throughout the country as fruitful sources of data.

Center relations with local agencies has been a most satisfying and productive one. Most especially in the fields of health and job placement, the articulation has been fruitful for our clientele.

Cooperating agencies include:

The Minneapolis Public Schools,
Suburban School Boards,
The Probation Department,
City Social Service Departments (Welfare, AFDC, etc.)
Public Health Department,
The University of Minnesota Hospitals,
Hennepin County General Hospital,
Nursing Homes in the metropolitan areas,
Small Business Administration,
Dry Cleaning Association,
Independent Garage Owners Association,
University of Minnesota,
Local Colleges and Universities,
Minnesota Training and Employment Service,
Youth Opportunity Center,
Neighborhood Youth Corps.
Plans For Progress,
MDTA Programs,
and others.

Dissemination

Procedures

The results of research studies as well as curricular methods and materials were reported to interested parties by means of:

46 Monthly letters,

16 Quarterly Technical Reports,

6 Special reports to federal, state, and local funding agencies,

94 Research reports on specific projects,

17 Course Descriptions, Curriculum Guides, Course Credit Guides,

3 Case Study Booklets, Flyers and Pamphlets, Position Papers.

* Presentations (by Director and other staff members) to national, state, and local groups,

10 Articles in journals, newspapers, and convention reports,

* Visits to the Center by groups from the United States and several foreign countries.

(* no exact count available)

Most Effective Procedures

Among the most productive and far-reaching means of conveying information concerning the Center, the following procedures may be cited:

- Quarterly Reports: In these reports an effort is made to present the operation of the Center and its end product by means of case studies of successful students. Significant studies on the personality, attitudes, needs, education, and placement of our clientele are also summarized. A study of the 16 reports would give the reader a very good overview of the objectives and philosophy of the Center. They also provide a factual documentation of how the objectives have been implemented and their effects on students.

- Flyers and brochures: Done in an attractive format and written for popular consumption, these publications have reached thousands of readers. Data about the program is presented succinctly and graphically.

- Addresses by members of the staff; The Director has told the "WOC Story" to groups throughout the United States. Other faculty members have been invited by civic groups all over the Twin City area.

- Articles in magazines, newspapers, and in technical journals: Only a few such articles have been published. Those that have reached the public have elicited considerable interest and have been followed by requests for further studies.

Extent of Dissemination

Materials were distributed to:

- The Education profession: copies of curricular materials made available to all Minneapolis teachers. Studies made available to ERIC.

- Local public: magazine and newspaper articles; TV and radio shows; pamphlets and brochures.

- Regional: State Department of Education received copies of all technical reports together with a packet of all studies published during F.Y. '69. Talks to groups in the Dakotas, Wisconsin, and Iowa. Also talks to education classes at the University and local colleges.

- Statewide: Through the State Department of Education all Center studies have been made available to those interested in our program.

- Nationally: Through the Vocational Educational division of the U.S. Office of Education, the project has been brought

3

to the attention of numerous school administrators. Requests come from all parts of the United States and Canada for copies of specific reports and publications.

Research Costs

Costs for conducting research activities, writing and publishing them over the 4-year period total approximately 6% of the total Center budget. The total includes:

Research Staff	$128,000	
Research Secretary	$ 20,000	
Materials & Supplies	$ 4,000	
	$152,000	(approx. 6% of WOC's total budget)

Institutions Requesting Data

Many educators from the United States and foreign countries have either visited the Center or requested information and reports. The extent to which they adopted or adapted Center procedures is not readily available. Requests were received from the following during the past year:

Iowa State University
School District 281 - Robbinsdale, Minnesota
Regional Occ. Center - Torrence, California
University of Minnesota
Western South Dakota Community Action, Inc.-Rapid City,So.Dak.
Pioneer School - Benton Harbor, Michigan
State of Minnesota Vocational Rehabilitation Division
Western South Dakota C.A.A. - Rapid City, So. Dak.
Providence, Rhode Island - Adult Education
Milwaukee Public Schools - Curriculum & Instruction
Minn. Home School for Girls - Sauk Center
Portland Community College - Portland, Oregon
Portland Schools Vocational Village
Marquette Intermediate School District - Marquette, Michigan
Counseling & Personal Services Information Center, Ann Arbor, Michigan

The Center staff has received commendation by local, state and national authorities for its quality descriptive reports and factual documentations of both process and product. In a recent USOE research report, National Institutes on Innovative Curriculum in Vocational Technical Education (August, 1969), participants in a nationwide conference selected the Work Opportunity Center from among 12 innovative programs across the nation as the "most valuable". The WOC program was cited for fulfilling unmet student needs and for producing individualized instructional methods and new guidance procedures. Fifty-seven percent of the conferees from around the nation said the Work Opportunity Center's format was viable and should be continued. In

1969, WOC was also selected by the President's Council on Supplementary Centers and Services as one of eight regional projects whose programs were presented to the Congress and President of the United States.

ADMINISTRATION

Administration has performed the tasks of planning, programming, budgeting, purchasing, accounting, equipping, staffing, directing and coordinating the several subsystems of the Center.

Successful birth and maturation of the WOC concept has been due in large measure to a highly qualified and dedicated staff consisting of:

3 administrators (principal, assistant principal or general coordinator, curriculum development specialist)

2 research staff (director and assistant)

1 junior high program coordinator

3 coordinators (work programs and job placement)

3 social workers, case manager

2 counselors

14 instructors (technical fields)

5 instructors (related fields)

8 clerical staff

2 community aides

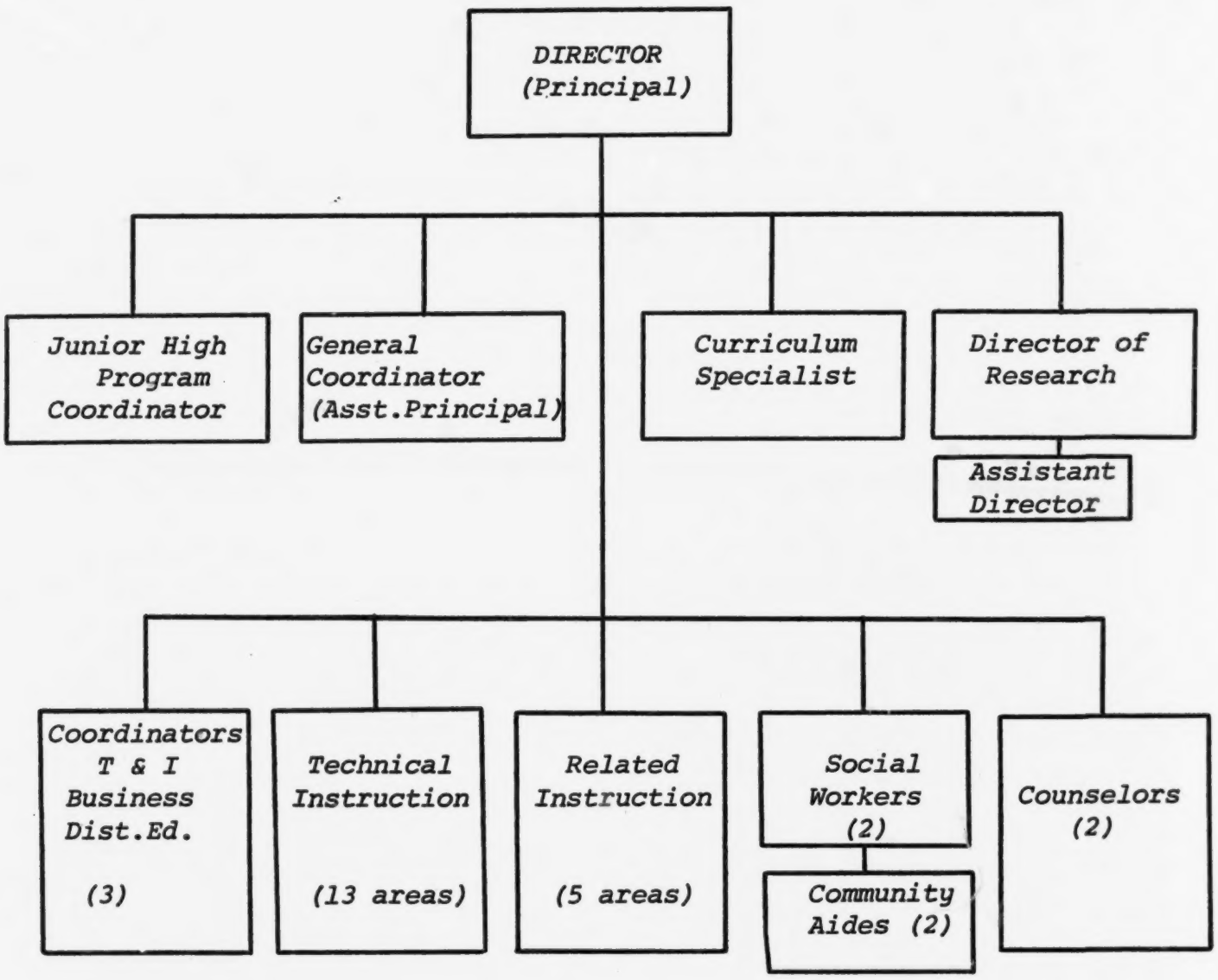
3 custodial and maintenance staff
46 Total N

An organizational chart designating authoritative relationships is exhibited next. The first authority resides in the Director as assigned by the superintendent. In his absence he delegates such authority to the General Coordinator; or in the absence of the General Coordinator to the Curriculum Specialist. Should an occasion occur when all three of the above persons are not present, due to illness or business, then any of the offices designated below the Curriculum Specialist can be called upon to assume the administrative role.

The office of research serves in a consultative capacity to the Director, the General Coordinator, and the Curriculum Specialist. Data needed to respond to queries from within or outside the Center, or data needed for decision making at all levels may be provided by

the research staff. The research staff should not be called upon to function in an administrative capacity other than the consultative one.

Exhibit C. WOC Organization Chart



Staff Advisory Council Experiment

A Staff Advisory Council composed of 11 elected members from among all staff groups was initiated during 1969 to serve as a forum for staff and school-wide problems. In addition, and more importantly, it was to provide a staff input to administration processes within the building. Communication had never been a problem between staff and administration at the Center. However, the organization was deemed worthwhile in order to test out involvement of staff in the decision-making process through development of a strong advisory relationship.

The committee met on a regular and "ad hoc" basis to discuss problems and make formal recommendations throughout the year. As a result it can be credited with a number of important and helpful recommendations as to procedure and policy. However, it became apparent that with a small staff (35) informal departmental meetings and staff meetings were accomplishing essentially the same objectives. Also, staff members often found it difficult to allocate additional time for council meetings. The system was eventually dropped. The added communication link may well be necessary for larger staffs in order to obtain a vital and formal input to administrative decision-making but in this case it proved a duplication of an effective, informal system already in existence.

Human Relations In-Service Education

In cooperation with the Human Relations Center of the Minneapolis Public Schools, three half-day seminars were conducted during the year of 1967-1968. Organization was accomplished by a staff committee which had received special training and arranged for video taped documentaries, speakers and discussions, films, and small discussion groups with all teachers, clerks, and custodial staff participating. All activities focused upon each staff member becoming sensitized to the feelings and problems of minority students at the Work Opportunity Center. Local and national concerns were aired also. As an outgrowth, teachers, social workers and staff workers dealing with students, examined their curricula and procedures in a concerted effort to achieve improved intergroup relations and build a better climate for disadvantaged minorities. As a result, a number of multi-ethnic books, magazines, records, artifacts and materials were introduced. "Project Communicate" was instituted to insure a continuous flow of worthwhile reading materials from the human relations field as well as the professional fields. Many have contributed occasional hand-outs in "Project Communicate."

It is recommended that a continuous program of human relations development be initiated to include pre-service orientation and in-service education covering problems, procedures, contributions, histories, and cultures of minority and ethnic groups.

Other Human Relations Activities

In addition to these cooperatively planned seminars, a number of all-school meetings have been conducted in the "school commons" area and lunchroom for the purpose of drawing the staff and student body together and discussing problems and relationships. A fruitful dialogue was established among staff, students, and administration. Indeed, these meetings have been unique to any school in the United States, and have opened the way for increased understanding among all persons involved. Such dialogues have been of immense help to the staff in becoming more sensitive to the needs of the disadvantaged youth with which the school deals. The Student Advisory Committee, a true cross-section of the entire student body, has been instrumental in providing leadership and success to these meetings and in creating a non-threatening atmosphere for discussion. It is recommended that more schools and school administrators begin to listen to students and make student government truly representative of all.

The Work Opportunity Center staff has become recognized as possessing unusual talent in dealing with dropout-prone students. Two on the staff have become actively involved in a city-wide student rights guidelines committee. Another staff member became director of a curriculum development and dissemination project centering on Minority cultures and histories. Recently an American Indian teacher, well versed in the culture of his people, has been assigned to the WOC building and has become instrumental in motivating and developing the human resources of the race. Several other staff people from minority backgrounds have had similar successes. It is recommended that schools take increased initiative in seeking out minority members of the community who can coordinate and assist in many ways in the recruitment, motivation, training and counseling of minority students or dropouts.

Advisory Committee

The Work Opportunity Center is a special vocational education facility under the administration of Special School District No. 1 (Minneapolis). The Center's unique programs for dropouts and potential dropouts have been an exemplary research and demonstration effort within the State of Minnesota.

As an occupational training facility cooperating fully with business and industry as well as many public agencies in the community, the Center has found it valuable to have an advisory committee. The committee, chaired by a local public utilities executive, has been instrumental in providing leadership, consultation services, developing public awareness and acceptance, and providing liaison with state and local agencies, business and industry. The committee has included members from the Chamber of Commerce, the Community Health and Welfare Council, the Department of Corrections, The Board of Education, the school administration, the neighborhood, organized labor, the State Employment Service, the University, Urban Affairs Committee, the Office of Economic Opportunity and the State Department of Education. Annual meetings have been held and the committee has monitored activities by means of the periodic reports prepared by the Center and sent out by the chief investigator

of the project. The committee has been helpful in providing the community's viewpoint in matters of Center policy.

1969-1970 Operational Plan

An operational plan for the 1969-1970 school year was developed by administration for staff use and is of interest:

1. Teacher scheduling

   - 1 to 1-1/2 hour units in technical areas.

   - 1/2 hour to 1 hour in related areas.

   - Breaks arranged by instructor.

2. Student scheduling - 8:30 - 11:30 (for senior high students only)

   - Attendance in technical area (required 30 hours minimum)

   - Related academic areas

   - Senior high WOC students can receive services of coordinators and counselors in afternoons as well as mornings.

3. Junior High Program - Junior High program coordinator in charge.

   - All students bussed in, leave by city bus.

   - All students in technical areas with related instructors teamed.

   - Cooperating schools each to provide counseling and social worker services at least 1/2 day per week.

4. Student recruiting

   - By counselor-social worker teams as set up previously.

   - Orientation program 2 days (Thursday and Friday).

5. Staff Utilization: Jr. High program coordinator used where needed in A.M.

6. Staff Inservice

   Scheduled on basis of need - to be determined by faculty as a whole or by interest groups. Have people right in the building conduct in-service.

7. Staff participation in policy development. Through departments and department chairmen.

8. Student participation in program. Through student advisory committee (once a month report to faculty).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The Work Opportunity Center program has always been in flux. Very few, if any, precedents were available in 1966 when the project began. The existing theories on behavior modification, motivation, and learning were explored. Hypotheses were formulated, operationally defined, and put into practice. Results were scrutinized and changes made to bring methodologies more in harmony with demonstrated realities. It was not unusual, for example, to see the orientation program pass through six or seven modifications in a period of three years. The success of the Center may well rest on this aspect of flexibility. As members of the faculty learned, through experiment and experience, they were willing and capable of modification.

All staff personnel have contributed to this chapter on conclusions and recommendations. Much thought has gone into their formulations. For those who may consider implementing a program for school dropouts, these suggestions may ease the birth pangs and provide guidelines as the project unfolds and grows.

The last two Chapters were organized around major objectives of the Center. Methods by which an objective was implemented were described in the second chapter, while results were presented in Chapter Three. In order to maintain this structure, the statements in this chapter will also be gouped by objectives. This organizational structure will facilitate reading the report, inasmuch as the reader may select a particular facet or objective of the program without having to read the entire paper.

When the staff gave conclusions accompanied by recommendations, the two will be presented together: conclusion followed by recommendations for its implementation.

Supportive Services

Outreach, Orientation, Counseling, Social Work, Health, Referrals

High school dropouts are disadvantaged people. Some are economically distressed, others socially maladjusted, many are educationally behind their peer group, most have health or personal problems which hinder their progress in achieving positive goals. One, or a combination, of these problems has resulted in a break from the regular school routine of their classmates. When they return for a second chance at obtaining skill training or a diploma, the problems do not disappear. Progress and success in their new endeavor is dependent on the receiving of strong support from peers and staff.

Supportive services for a WOC student are provided from the initial contact made by a staff member to the placement on a job or referral to another school or agency.

Conclusion

The outreach function is an integral and very necessary part of a total program of student support.

Recommendations

The position of outreach worker should have a specific job description and offer enough opportunity for financial advancement to attract competent people. Primary consideration should be given to an individual's ability to relate with adolescents in a positive manner. Rapid turnover and slow replacement of personnel emasculates the service.

Outreach personnel need in-service education in such areas as student characteristics, community resources, referral agents, and the operation of the total program of which they are a part.

Outreach personnel can seek out prospective students in the neighborhoods where they live and seek recreation.

Conclusion

An orientation program which is short, meaningful and stimulating can provide a valuable service to students. Orientation, traditionally a guidance function, should be carried out by persons with a counseling background.

Recommendations

This program which involves outreach personnel, counselors, social workers, work coordinators and instructors should be coordinated by one individual. The school counselor may be the person best equipped to handle this function. This enhances communication between all participating groups, and provides the greatest benefit to the entering student.

Counselors (the term is here used to include school social workers) will meet each enrollee and explore their needs. A program which can provide satisfaction for these needs is formulated.

If a prospective student is accompanied by a parent, guardian, or social worker, both should have the opportunity to meet with a member of the supportive services staff. (Counselor or social worker). Means of cooperation between the school and other agencies can be explored.

As part of the orientation process for a number of new students, it is advisable to have a group discussion focusing on the purpose and nature of the total program which the students seek to enter. If the student has an understanding of the environment, he can more intelligently choose his role in it.

Orientation and enrollment procedures should be held monthly. More frequent incorporation of enrollees into an ongoing program tends to disrupt the rapport developing between already enrolled students and teachers. Research tends to support this procedure. Students apply for admission in a cyclic pattern: in late August, and towards the end of each succeeding month. This pattern is conditioned by such things as opening of school in September, loss of summer jobs at end of September, grades awarded in schools in October, etc.

Conclusion

Counselors and school social workers fulfill an urgent need in a program for dropouts. Their role may include individual work with students on personal problems, selection of a course of studies, support in the persuance of this course, and as liaison persons with referring agencies.

Recommendations

The social workers and counselors may carry on parallel activities. To be effective, the philosophy of the team approach dictates that the school social workers and counselor mutually delineate their function and role. Who can best perform each function should be the guiding principle in determining roles. The important thing to keep in mind is the continued welfare of the student.

Students and teachers must have access to counselors and social workers. If supportive personnel are engaged in activities that can be handled by others, these activities should be reassigned so as to free counselors and social workers to be with students and faculty.

Counselors and social workers should share their knowledge of student characteristics and needs with all staff members when it appears to be in the best interests of the student. Student permission should be obtained to share confidential information. Teachers can use this data to maximize their communication with students.

Students need to know that someone is available to help them when they need it. They should not have to wait for help. It is recommended that students be assigned to members of the counseling and social work team. Student preference should

be considered before such an assignment is made. Transfer of students within this team can be accomplished if a student requests it.

Experiments with various types of counseling should be encouraged: "life space counseling," one-to-one techniques, group procedures, behavioral approaches, etc.

Conclusion

A complete physical examination of each new student should be a requirement for admission. Research data dramatically illustrates the need for the treatment of eye, ear, and tooth defects, various neurological disorders, stomach disorders, and nervous tension.

Recommendations

Make the obtaining of such an examination as uncomplicated as possible. An arrangement with a city or county hospital is often the best solution. A student may opt to contact his own family physician.

Facilitate the follow-up referrals indicated by the examining physician. If students need financial help to obtain needed treatment, seek out agencies which can provide it.

Conclusion

No single program can fulfill all the needs of every student. A referral service is necessary.

Recommendations

Every member of the staff should refer students for the help which he cannot provide. The supportive services (counselor, social worker, nurse, and work coordinator) should have the responsibility of educating the staff as to their particular area of expertise as a referral source.

A list of all supporting and cooperating agencies can be kept up to date for use by staff. New sources of help should be sought out. Material gathered by staff members regarding out-of-school agencies can be shared with everyone.

Curriculum Development

During the four years of the project, curriculum and its modification have received continuous attention. Under the direction of the curriculum development specialist, members of the faculty have written and revised Course Outlines. Experiments were conducted with various types of materials and techniques. Those which worked well with WOC

students were incorporated into the program. Methods which, after evaluation, were found inappropriate were discontinued.

Each skill instructor utilizes approaches common to all the others. Each also has developed certain techniques which work well in his respective area. These individual approaches are described in the course outlines prepared by each instructor. The guides are available as part of this final report. The conclusions and recommendations which are more universal in application are presented here.

Conclusion

Some form of screening is necessary to determine the reading level of each entering student.

Recommendations

The Gray Standardized Paragraphs has been used effectively in assessing reading levels. This instrument correlates .91 (for WOC population) with the Gates Silent Reading Survey which diagnoses speed, comprehension and vocabulary.

Results of the reading test should be made known to each instructor and used in determining the student's program of study.

Technical instructors must work closely with the reading specialist. The student's effectiveness in learning a skill depends on his ability to read directions, manuals, texts, etc.

Conclusion

The "Books Expendable" project which makes paperbacks available to all students is a most valuable part of the program.

Recommendations

Have a student committee participate in the selection of the books.

Instructors can grant recognition for reading and should incorporate the selections into their class assignments when possible.

Conclusion

The selection of a course of study by each student should be flexible. Changes should be made when necessary.

Recommendation

If a student is not succeeding in an area, the student, the teacher, and the counselor should determine a course of action. Change should occur as a result of this meeting.

Conclusion

Teachers must be ready to modify their course content and methodology as research and evaluation data indicate.

Recommendations

Frequent evaluation is necessary. This should be done by the instructor, the curriculum specialist and the students.

Funds must be available to facilitate change. Each instructor should have a small amount of money to use in the purchase of the materials which program changes make into necessities. Change is often stifled because of rigid budgetary procedures.

Conclusion

Instruction should be on an individual or small group basis.

Recommendations

No more than 10 - 12 students should be assigned to an instructor during any one class segment.

Student should keep a daily record of progress. Some evaluation should be made at the end of each class period. Progress ought to be pointed out and encouraged.

Make every attempt to incorporate the student's current interests and job into the content of a course. This personalizes and intensifies the learning process.

Conclusion

Keep instructional units short.

Recommendations

Long-term projects do not work out effectively. They may be introduced later in the course sequence, but not at the beginning.

If student progress is not documented and appreciated by the instructor, the learner loses interest. It is easier to provide incentives if units are short and closure can be demonstrated.

Instructors must organize the experiences provided in class so that each student can feel involved and moving toward completion of a meaningful assignment.

Conclusion

Emphasize learning a skill in the technical areas of instruction.

Recommendations

Students learn at their own speed. Make motivational devices and frequent positive evaluation a part of the process.

Put some time parameter on a project and its parts. Too much open-endedness may not be compatible with student ability to persist in a given direction.

Tie in skill training closely with job expectations. Some field trips which include opportunities to see skilled workman perform tasks can be a positive incentive.

A student should not be placed on a job which requires specific skills until he has mastered the "fundamentals" of the trade. If the job is a part-time one, job and school experiences should be closely correlated.

Conclusion

Related mathematics, English, or reading skills should be provided by specialists working closely with skill area instructors.

Recommendations

A para-professional aide can be assigned to work with technical instructors in such subjects as business or shop math, business English, etc. The aide, in turn, receives help from the related instructors.

Skill area instructors can prepare "vocabulary lists" of concepts and terms which are frequently used in his field. Technical manuals and instruction sheets should also be available for use by students.

Credits can be granted for such courses as business math, business English, reading and understanding technical manuals, etc.

Motivational Devices

Motivation must, of course, be both intrinsic and extrinsic. A drop-out who returns voluntarily to a learning situation has some intrinsic motivation present. This must be built on and increased. Otherwise, the small flame will die and it will be extremely difficult to interest the young person to return again.

Conclusion

The skill training area must be one which not only interests the student, but one which can offer the opportunity for progress and a satisfying job after training is completed.

Recommendations

A student's first choice is not always the one which can satisfy the requirements of interest and progress. Opportunity for change, after consultation with one's teacher and counselor, should be made as devoid of red tape as possible.

The goal of an instructional unit should be as clear as possible to the student. His progress toward it should be consistently evaluated by him and the instructor. The individual contact of teacher with student is vital to this end.

The types of jobs which are available after training can be demonstrated by appropriate films, brochures, and field trips. These techniques can be positive motivators.

Conclusion

Grades are not the best motivators. Credits which can be used for graudation purposes are, if used wisely.

Recommendation

Evaluation can be given as each small unit is completed. The satisfaction gained by completion and teacher recognition (as well as progress toward earning a credit) can be enough of a motivator without the necessity of giving grades.

Conclusion

For students who are independent of home, or who do not have a stable home environment, attendance and achievement awards which can be used for lunch or drycleaning services are positive motivators.

Recommendations

Establish a program for rewarding achievement whether demonstrated by attendance or progress.

Coupons which can be redeemed for lunch in school cafeteria e.g., will provide nourishment as well as the satisfaction of accomplishment.

If the school provides other services such as drycleaning, auto mechanics, etc. Coupons can be used to pay for such services.

Conclusion

Other motivational devices, similar to those described in Chapter II, are also valuable when used wisely and carefully. No device is useful unless it is "attractive" to the student. It must be something which is considered of value in his adolescent sub-culture.

Conclusion

Devices: their content, how they are used, and their effectiveness must be constantly evaluated.

Recommendation

Survey the students as well as staff. A brief, semi-structured interview can be a valuable tool in this endeavor. Questionnaires can be used, but must be carefully constructed to insure that the stimuli presented are pertinent to the task at hand.

Work Attitude Orientation

Suggestions focus on the "immaturity" of the dropout when asked to cope with the demands of the world of work.

Conclusion

The coordinator's toughest job is to work on attitude changes.

Recommendations

The student must be made aware of certain expectations regarding haircuts, attendance in class and on the job, keeping of appointments, cleanliness, appropriateness of dress, job demands and requirements.

If possible, keep student on a Neighborhood Youth Corps or other type of sheltered work condition before placement on a job. The sheltered atmosphere makes it easier for student to modify existing habits and attitudes while minimizing the anxieties which would attend such experiments in a regular position.

Students may have to be placed on several jobs before they have matured sufficiently to work effectively. Do not condone "job hopping" unless supported by valid reasons contributing to student growth.

Conclusion

The dropout is "today oriented."

Recommendations

Delay placement until the student has reached a level of competence in a skill so as to be able to function on the job.

With respect to training and placement, help student set realistic long-term goals interspersed with accomplishments of shorter duration.

The dropout needs a great deal of recognition and encouragement. Try to compliment him often and when progress calls for it.

Conclusion

Dropouts most often seek jobs in order to meet financial needs. Many are living away from home. Cars, rents, food and clothes are necessities. To consider a job as a career is unrealistic. They will go from job to job for a few cents more in pay.

Recommendations

To stress attitude change can be difficult under these circumstances. What is needed are suggestions on how to make the best out of the job and to give the best you can to the job.

If the student can come to realize the inadequacies of his situation, an involvement of longer duration may be possible.

Job Placement and Follow-up

Coordinators have been working with the WOC students for more than three years. Three of the four members of the department have been at the Center since it began operations. They have accumulated a great deal of knowledge about our clients, the sources of employment, WOC-employer relationships and how to maximize the articulation between our program, the participating companies and our trainees.

Conclusion

The coordinator has to be candid, frank, open and genuinely interested in his clients.

Recommendations

Do not expect a lot of fast improvement in the students.

Do not be discouraged if they repeatedly let you down. For morale, concentrate on the successes and not brood on the failures.

Be extra friendly and understanding. Visit students in the training areas. Talk to them about their skills. Relate these to the job for which he is preparing. You will get to know students better and this will make later placement easier.

Somehow the coordinator must make evaluations about student attitudes and capabilities. Use all means at your disposal to obtain valid data.

The coordinator must be ready to accept criticism from students. This may often be couched in profane and pointed language.

Do not resent the feeling that you are being "used" by the students.

Conclusion

Relationships with employers must be kept open and honest.

Recommendations

Employers must recognize the limitations in skill and motivation which can be present in dropouts. They cannot expect the same dedication and productivity that they demand from graduates.

To exaggerate the student's capabilities is a great injustice to both employer and prospective employee.

Students should bring materials to the hiring interview which will assist the employer in making decisions. Certificates designating level of skill learned, samples of work if pertinent, etc.

Conclusion

Placement on a job involves an understanding of the student, his needs, abilities, problems and goals. The needs and problems of the dropout are often debilitating factors in job perserverance and success.

Recommendations

It may be advantageous to send more than one applicant for a particular job. The employer can then compare and select the one most able to succeed.

It may necessary at times to accompany the student to the job interview. Some students may be so tense and apprehensive that the presence of the coordinator may ease the situation.

Placements cannot be done haphazardly. Dropouts have met with too many failures and discouragements. An employer or supervisor who does not sympathize with the dropout can often precipitate incidents which would lead to firing or quitting. These incidents are often small ones and not related so much to the requirements of the job as they are to clashes in personality.

Students often require employment before they are suitably prepared. The coordinator must resist placing these people in jobs that require skills they do not possess. He will endanger his relationship with employers and thus hinder the changes of the skilled applicant. Referrals to other agencies offering financial help can be facilitated through the counselors. Part-time jobs in unskilled fields may be obtained as a stopgap.

Conclusion

Follow-up procedures should be frequent and personal. Contacts with the employer as well as the student on the job can redound to the advantage of both parties.

Recommendations

When problems arise, attempt to work them out so that student is not fired. It may be necessary for the student to return to the Center for more training on a part-time basis.

Taking snapshots at work of students who are successfully employed is a stimulant for the learner to progress. This technique has been used with positive result at WOC.

If follow-up is consistent it will be a very rewarding part of your work. Progress and advancement of your previous placements will serve to motivate those with whom you are presently involved.

Conclusion

The coordinator should concern himself with all phases of the school program.

Recommendations

Maintain the confidence of the staff. Keep them informed of openings. Consult them on placements. Relay follow-up data, pictures if available, as well as anecdotes.

Keep abreast of developments in the community - economic and educational. The coordinator can bridge the gap between school and industry.

Research, Evaluation and Dissemination

Any educational undertaking, whether experimental or not, needs a systematic program of research and evaluation for promoting optimum results. If processes are not subject to scrutiny relative to their effectiveness in achieving stated objectives, they can become static, routine, and sterile. Research can help guarantee a dynamic and flexible program.

Conclusion

All members of the staff should have in-service training in techniques of participation in research. This will help alleviate the "mystery" and suspicion often attendant with such procedures.

Recommendations

Training should not be statistically oriented. Faculty needs to know why studies are being conducted, the nature of the hypotheses stated, and how they can effectively participate in the process.

As partners in the research process, faculty members are given authorship recognition when results are published.

Conclusion

Evaluation procedures need not be threatening. If an atmosphere of progress and mutual helpfulness is present, teachers will be anxious to learn how to be more effective and productive.

Recommendations

Results of studies can be presented in a positive way. If some action is implied by the data, both teacher and research director can plan means to implement it.

Students should also be brought into the process. The teacher can explain his techniques or change in classroom procedure as the result of a study in which the student was an active participant.

Conclusion

Dissemination of research findings is essential. Studies ought to be distributed to a wide audience.

Recommendations

Write up the results of studies in several different ways, using different "vocabulary", to suit the various audiences.

Colorful brochures which include pictures and short, clear explanations can be valuable in conveying information to students and parents.

Case-studies about successful students will encourage others to emulation. This type of report can also dramatize the activities of the Center as few other techniques can. (See separate course outlines).

Studies which are more technical in nature (use of statistics, tables, graphs, etc.) are necessary to support the assertions and conclusions presented in the more popular types of reports.

Conclusion

Research and development are facilitated by a broad data base and continual follow-up.

Recommendations

Establish systematic data collection early. Identify all relevant input, process, and output variables at the outset. Utilize data processing and computer services.

Establish systematic longitudinal studies and provide continuous feedback to monitors and decision makers through periodic reports.

Conclusion

Formal classroom experiments with elaborate and strict controls are very difficult to conduct in any school and much more so among dropout youth with unreliable attendance and numerous outside environmental influences.

Recommendation

Pursue a practical approach as much as possible. Operationally state objectives and evaluative criteria, utilize valid instrumentation and procedures (e.g., can the student read it?), make as many observations and objective evaluations as are possible.

Conclusion

The results of important studies should be summarized and distributed to staff members who can profit by them.

Recommendations

If in-service meetings are necessary to maximize the effectiveness of a published study, these may be scheduled.

Administrators should consider pertinent data when making decisions to alter or modify existing procedures.

Conclusion

Research and evaluation in the schools need not be merely academic exercise.

Recommendations

Appreciation of research results or development of alternative courses of action as implied by research findings should be the obligation of every staff member.

The dollar amounts expended for research are not excessive (at WOC, 6%) compared to the budgets of business and industry. For optimum research activities in a Center such as WOC, 10% budgeted to research would not be an unrealistic allocation.

Conclusion

Yearly evaluations of activity and accomplishments toward reaching the objectives of the project are a vital ingredient of success.

Recommendation

Such reports ought to become the care of a series of year-end meetings of the entire staff. Plans for the coming year can be based on the findings and implications of the reports.

Summary

Four years of experimentation with many different techniques, materials, and evaluative devices has resulted in a program which is benefiting dropouts who would otherwise not receive an education. The activities of each new year were influenced by those of the previous ones. Change and flexibility characterized the growth of the program. In this, the Final Report of the federal financing phase, conclusions and recommendations are provided for those who may be planning a Center similar to the WOC. These observations focus on the major objectives of the Center, and stress the individual relationships between student and members of the staff. The recommendations trace each new enrollee as he seeks admission, plans a course of study, receives support as he proceeds in his classes, and is placed on a job, returns to high school, or is graduated.

These conclusions and attendant recommendations are certainly not final. They will, like the insights of the past of which they are the culmination, be maintained, modified or rejected as the results of further research and evaluation indicate.

APPENDICES

INTERVIEWER: _____

WORK OPPORTUNITY CENTER
Interview Form
PART I: GENERAL INFORMATION

DATE: _____

1. Student's Name _____ Code No. _____
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 — 16 17 18 19

   Sex _____ (20) Grade _____ (21 22)

2. Address _____ Phone _____

3. Birthdate: No. _____ (23 24) Yr. _____ (25 26) Date Withdrew From School _____ (27 28) / _____ (29 30)

   (31 32)

   School _____ (33 34 35)

4. Number of Schools Attended (Enter 1-9 for actual number; enter 0-10 10 or more):

   Elementary _____ (36) Junior High _____ (37) Senior High _____ (38)

5. Most Recent Social Worker Contact (Enter Number indicating grade level of student at time of contact) (1) Grades 1&2; (2) Grades 3&4; (3) Grades 5&6; (4) Grades 7&8; (5) Grades 9&10; (6) Grades 11&12; (7) Other _____

   (39)

6. Source of Contact with W.O.C.:

   1. Friends
   2. Outreach Worker
   3. School Counselor
   4. Probation Officer
   5. School Social Worker
   6. Parole Officer
   7. Hennepin County Welfare
   8. Family & Children Service
   9. Teachers
   0. Other _____

   (40)

7. Living Arrangement:

   1. Both Parents
   2. Mother
   3. Father
   4. Relatives (See #8)
   5. Alone
   6. Foster Home
   7. Emancipated Minor
   8. Friends
   9.
   0. Other _____

   (41)

8. Living With:

1. Step-Father	6. Aunts/Uncles	
2. Step-Mother	7. Brothers	
3. Grandfather	8. Sisters	
4. Grandmother	9. In-Laws	
5. Grand Parents (Both)	0. Other_____	42

9. Parents are:

1. Living Together	6. Both Deceased	
2. Divorced	7.	
3. Separated	8.	
4. Mother Deceased	9.	
5. Father Deceased	0. Other_____	43

10. Source of Income:

1. Father's Work	6. Personal Income	
2. Mother's Work	7.	
3. Both Father's and Mother's Work	8.	
	9.	
4. A.F.D.C.	0. Other_____	44
5. Social Security		

11. Time with present living arrangements:

1. Less than 3 months	6. 2-5 years	
2. 4 - 6 months	7. 6-10 years	
3. 7 - 12 months	8. More than 10 years	
4. 13 - 18 months	9.	
5. 19 - 24 months	0. Other_____	45

12. Number of children in household: (0 - 6 actual number, 9*9 or more)

Number of Older Brothers ___ 46	Number of Older Sisters ___ 47
Number of Younger Brothers ___ 48	Number of Younger Sisters ___ 49
Number of Older Step-Bros. ___ 50	Number of Older Step-Sisters ___ 51
Number of Younger Step-Bros. ___ 52	Number of Younger Step-Sis. ___ 53
Number of Older Half-Bros. ___ 54	Number of Older Half-Sisters ___ 55
Number of Younger Half-Bros. ___ 56	Number of Younger Half-Sis. ___ 57

PART II: PERSONAL HISTORY

13. Psychiatric Hospitalization:

1. In-Patient (Before) 2. Out-Patient (Before) 3. Out-Patient (Now)

58

14. Institutional Record:

0. No Institutional Record
1. St. Cloud
2. Red Wing
3. Sauk Centre
4. Lino Lakes
5. City Jail
6. County Jail
7. Oak Park Home
8. Glen Lake
9. Other_____

59

60

61

(Enter number of Institutions 0 - 8 - actual number; 9-9 or more)

62

15. Release from Institution Data:

1. Probation (Previous)
2. Parole (Previous)
3. Probation and Parole (Prev)
4. Probation (Now)
5. Parole (Now)
6.
7.
8.
9.
0. Other_____

63

16. Previous Education or Training:

1. College Preparatory
2. Office Skills-Stenographic
3. Office Skills-Clerical
4. Sales & Market Training
5. Trades-Metals & Machinist
6. Trades-Woodshop
7. Vocational-Cooking
8. Vocational-Nurses Aide
9. Vocational-Hospital Orderly
0. Other_____

64

17. Work Experience:

1. Office - Steno - Key Punch
2. Office - Clerical
3. Dishwasher,Busboy,Waitress
4. Selling,Cashier,Stock
5. Cooking
6. Nurse's Aide
7. Service Station
8. Dry Cleaning
9. Factory
0. Other_____

65

66

67

18. Military Experience:

1. None
2. Registered
3. Honorable Discharge
4. Dishonorable Discharge
5. Less than Honorable Dischg.
6. Medical Discharge
7. Medical Discharge-Psychiatric
8.
9.
0. Other_____

68

19. Marital Status:

1. Single	6. Married with Children
2. Married	7. Divorced with Children
3. Divorced	8.
4. Separated	9.
5. Single with children	0. Other_____

69

20. Number of Children (0 - 9: Actual Number)

70

21. Health Data: Physical Examination

1. General Hospital	6.
2. Private Physician	7.
3. Complete	8.
4.	9.
5.	0. Other_____

71

22. Number of High School Credits Earned Upon Entry at W.O.C.

72 73

23. Referred to:

1. D.V.R.
2. Previous School
3. W.O.C. unsuited to needs
4.
5. Enrollment - No Orientation

6 8 W O C
75 76 77 78 79 80 —

WORK OPPORTUNITY CENTER
Interview Form
PART II: WOC HEALTH INFORMATION

NAME: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 SEX 15 Male, Female

WOC # 16 17 18 19

20. Head injury: 20
    1. No
    2. Yes, with no related complaints
    3. Yes, with related complaints as headaches, dizziness, etc.

21. Checked by physician at time of head injury: 21
    1. No
    2. Yes, but no treatment
    3. Yes, hospitalized
    4. Yes, X-Rays and/or EEG
    5. Both 3 and 4

22. Eyes: (Ortho-rater results) 22
    1. Normal
    2. Far-sighted
    3. Near-sighted
    4. Both 2 and 3

23. Strabiamus 23
    1. No
    2. Yes

24. Depth deficiency: 24
    1. No
    2. Yes

25. Color deficiency: 25
    1. No
    2. Yes

26. Side vision less than 140^{o}: 26
    1. No
    2. Yes

27. Glasses: 27
    1. No
    2. Correction satisfactory with present glasses
    3. Correction <u>not</u> satisfactory with present glasses
    4. Needs glasses

28. Ears (per Otometer): 28
    1. No hearing loss
    2. Hearing loss, R.
    3. Hearing loss, L.
    4. Hearing loss: Both

29. Objective symptoms such as pain, ringing, draining.... 29
    1. No
    2. Yes, R.
    3. Yes, L.
    4. Yes, Both

30. Causes of ear trouble: 30
    1. Illness affecting hearing
    2. Trauma - blows, loud noises, etc.
    3. Other

31. Treatment of ear trouble: 31
    1. No, didn't seek
    2. Yes, treated -
    3. Surgery
    4. Hearing aid

32. Dental Needs (obvious): 32
    1. No
    2. Yes

33. Respiratory: 33
    1. No
    2. Chest pain
    3. Shortness of breath
    4. Chronic cough
    5. Other

34. Smoking: 34
    1. No
    2. No, but used to
    3. Yes, 1 pack per week
    4. Yes, 2 packs per week
    5. Yes, ½pack per day
    6. Yes, 1 pack per day
    7. Yes, 2 packs per day
    8. More than 2 packs per day
    9. Smokes cigars
    0.

Infectious Illnesses:

35. Tuberclosis: _____
    1. No
    2. Positive tuberculin test
    3. Positive X-ray
    4. Both 2 and 3

36. Treatment received for T.B.: _____
    1. None
    2. Yes, because of known contact
    3. Yes, because of positive test and/or X-Ray
    4. Hospitalization
    5. Surgery

37. Rheumatic fever: _____
    1. No
    2. Yes, treatment completed
    3. Yes, treatment continuing

38.	Hepatitis	1. No	38
39.	Mononucleosis	2. Yes, didn't seek treatment	39
40.	Poliomyelitis		40
41.	Gonorrhea	3. Yes, received treatment	41
42.	Syphilis		42
43.	Bladder infection	4. Surgery	43
44.	Kidney infection		44
45.	Throad (tonsillitis, strep, etc.)		45
46.	Appendicitis		46

Other Conditions

47. Cardiac _____
    1. No
    2. Murmur, no follow-up
    3. Murmur, follow-up by EKG and X-Ray
    4. Other treatment, e.g. surgery, heart catheterization, etc.

48.	Allergies, hayfever, asthma, etc.	48
49.	Skin -- none, eczema, etc.	49
50.	Anemia and other blood conditions	50
51.	Diabetes	51
52.	Weight problem	52
53.	Hypertension	53
54.	Headache, chronic	54
55.	Mental illness	55
56.	Convulsions, fainting spells, etc.	56
57.	Epilepsy	57
58.	Stomach - ulcer, etc.	58
59.	Back	59
60.	Hernia	60
61.	Other	61

1. No
2. Yes, no treatment
c. Yes, received treatment
4. Yes, treatment continuing
5. Surgery

62. Pregnancy (0-5: actual number) 62
    0. None
    1. One
    2. Two
    3. Three
    4. Four
    5. More than 4

63. Family history of the following: 63
    1. Cancer
    2. Cardiac
    3. Diabetes
    4. Epilepsy
    5. Hearing loss
    6. Mental illness
    7. Tuberculosis
    8. More than one of the listed

Accidents

64. Fractures (0-9 actual numbers) 64

65. How incurred: (see box) 65

66. Sprains (0-9 actual numbers) 66

67. How incurred: (see box) 67

68. Lacerations (0-9 actual numbers) 68

69. How incurred: (see box) 69

70. Gun shot wounds (0-9 actual numbers) 70

71. How incurred: (see box) 71

72. Stab wounds (0-9 actual numbers) 72

73. How incurred: (see box) 73

74. Burns (0-9 actual numbers) 74

Even Numbers (64-74)-Incidence 0 - 9: actual number	Uneven Numbers (65-73)-How incurred
0. None	1. In fall
1. One	2. Vehicle, accident-car, motor-cycle, bike
2. Two	3. Fighting
3. Three	4. Self-inflicted
4. Four	5. Other
5. etc.	

6 (75) 9 (76) W (77) 0 (78) C (79) 4 (80)

OUTLINE OF ENROLLMENT PROCEDURES

I. Students report to Personal Services for student number and information sheet.

II. Nurse to check on physicals of all students.

III. Students report to 3rd floor reception room.

A. Attendance clerk pulls cumulative record of student, attaches number to file, sends file to counselor and gives duplicate number to student.

1. File sent to one of the counselors.

2. Student will go to the counselor who has the student's file after orientation.

B. Students go to tables to meet in small groups with orientation personnel to explain WOC program.

1. Classes limited to 8:30 a.m. - 11:30 a.m.

2. Must select technical area.

3. Related classes preferably ½ hour.

4. Cooking area primarily a teaching-learning area - lunches no longer served.

5. Students go to counselors who have the cum files for checking of programs.

6. Students make out programs for morning classes with desired time schedule.

C. Completed and checked program taken by student to Assistant Principal.

1. Class times confirmed and scheduled for the class roll count.

2. Teacher notification slips completed.

3. Student copy of program completed.

D. Student returns registration slip to attendance clerk.

E. Student goes to classes using personal program form on first day.

IV. Student program slips for students who do not show up for class 3 days after enrollment - return to Assistant Principal who contacts follow-up and outreach.

ATTENDANCE FOLLOW-UP PROCEDURES

1. Teacher notes student absence from class.
2. At the third consecutive day, a check is made of attendance files maintained by Julia Hockett.
3. If student is absent from the teacher's class, but is attending other classes to which he is designed, a referral is made to the student's counselor who may make a needed schedule change after consulting whether space is available in new class.
4. If student is absent from all classes then a notice to this effect is sent to the Personal Service Department for follow-up.
5. The outreach personnel will contact the student. The student may either return to school or be asked to be withdrawn.
6. If he returns he may take advantage of the help offered by the teacher, the counselors or the social workers. A staffing may also be necessary. As a result of staffing, the student may be placed on a full or part-time job by the coordinators.
7. If the student is to withdraw, the procedures for withdrawal are followed.

WITHDRAWAL PROCEDURE

1. The outreach person makes the referral using the form designed for this purpose. Last day of attendance and reasons for withdrawal are indicated.
2. Form then sent to the social worker for comments.
3. Counselor and social worker discuss the case and decide on the next steps to be taken.
4. If student is to be withdrawn the clerk adds his name to a list which is published each Friday and which bears the leading paragraph, "The following students are withdrawn from the WOC program. Please do not admit them to class until they have been properly re-enrolled through orientation or staffing. In most cases a six-week waiting period is required from the date of withdrawal before re-enrollment,"
5. A letter is sent to each student who is to be withdrawn notifying him of the decision and offering him the option of re-enrolling after six weeks.
6. A list is made of all students who have withdrawn and their reasons for so doing. This list is distributed to teachers, the nurse, and to outreach personnel.
7. The withdrawal referral form is given to the attendance clerk for filing in the cumulative folder of each student.

Name of Student
Address

Dear

I have been unable to reach you by phone so it is important that you get in contact with me. Because we are now dealing with an increased demand for our facilities, we are having to withdraw from our rolls those students who have not attended for extended periods of time.

This letter is to inform you that you will automatically be withdrawn from the Center unless you contact Mrs._____ Outreach, by_____ Telephone number 332-0573.

Sincerely,

(Your signature)

Outreach Worker

Work Opportunity Center

C O N F I D E N T I A L

Withdrawal Data Regarding: _____

DIRECTIONS: When you institute or receive this form, write date, supply information, initial, and forward to highest on list who has not received it.

Initiated by:_____

Please route to:	Name	Date Received
_____ Counselor:	_____	_____
_____ Attendance Clerk:	_____	_____
_____ Personal Service:	_____	_____
_____ Work Coordinators:	_____	_____
_____ Instructor:	_____	_____
_____ Instructor:	_____	_____
_____ Instructor:	_____	_____
_____ Instructor:	_____	_____
_____ Instructor:	_____	_____
_____ Research Dept:	_____	_____

Counselor: Tear off and send to Attendance Clerk.

Name_____

Reason for Withdrawal_____

Date of Withdrawal_____

WITHDRAWAL DATA

1. Name_____ Address_____ Phone_____

2. Date of: Entry_____ Withdrawal_____

3. Attendance Clerk: _____P _____A

4. Completed Training? (Yes) (No) (See technical instructor)

5. Employed: (Yes) (No)

   Full-time? _____ Part-time?_____ Where?_____

   Training Related: (Yes) (No) Job description_____

6. WOC is withdrawing this student because he/she is:

   _____ a. going into military service.

   _____ b. getting married.

   _____ c. pregnant.

   _____ d. needed at home.

   _____ e. illness or hospitalized

   _____ f. incarcerated.

   _____ g. transferring to other school

   _____ h. moving out of city.

   _____ i. has no transportation

   _____ j. no longer interested.

   _____ k. other reasons:_____

   _____

7. Personal Service:
   Follow-up information and comments:

8. Counselors data and comments at time of withdrawal:

9. Work Coordinators data and comments at time of withdrawal: (jobs secured, etc.)

10. Technical Instructor's Ratings and Comments at Time of Withdrawal

(1) Student_____ Area_____ Instructor____

(2) Entry Date_____ Total hours in area_____

(3) Did student attend long enough for you to judge his/her attitudes and abilities? Yes_____ No_____

Go on to (4) Stop

(4) Overall Judgments

DIRECTIONS: Base your responses on your knowledge of the individual when he left the program regardless if he completed the program or not. Circle the number on the scale corresponding to your judgment.

(a) What was his achievement compared to others?

1	2	3	4	5
Achieved far below the average		Achieved about average		Achieved far above the average

(b) Did he show initiative and ambition?

1	2	3	4	5
Required prodding: shirked his responsibilities		Did the required work		Found things to do without supervision

(c) Was he quality conscious: (this refers to his craftsmanship, not his attainments).

1	2	3	4	5
Careless worker		Had reasonable standards		Had high standards

(d) Did he cooperate with other students?

1	2	3	4	5
Worked with others when necessary		Worked reasonably well with others		Went out of his way to help others

(e) How did he respond to constructive criticism?

1	2	3	4	5
Responded negatively to constructive criticism		Accepted constructive criticism		Sought constructive criticism

(f) How was his attendance?

1	2	3	4	5
Missed more days than average WOC student		Missed about as many days as typical WOC student		Missed very few days

(g) Was he a discipline problem?

1	2	3	4	5
Required frequent discipline		Required average amount of discipline		Self-disciplined

(h) Did he feel he would succeed at the beginning of the program?

1	2	3	4	5
He did not feel he would succeed		He felt he might succeed		He was confident he would succeed

(i) Did he feel he would succeed when he left the program?

1	2	3	4	5
He did not feel he would succeed		He felt he might succeed		He was confident he would succeed

(j) How much skill did he have when he entered the program?

1	2	3	4	5
Very minimal skills		Enough skills to work at entry level		Was skilled enough to perform satisfactory within the occupation

(k) Did he possess sufficient technical information to adequately perform in the occupation when he entered the program?

1	2	3	4	5
Possessed minimal or no related technical information		Possessed enough related technical information to work at entry level		Possessed sufficient related information to enable him to perform satisfactory in the trade

(l) How much effort did he put forth?

1	2	3	4	5
Minimal effort		Reasonable effort		Maximal effort

(m) How much skill did he have when he left the program?

1	2	3	4	5
Very minimal or no skills		Enough skills to work at entry level		Was skilled enough to perform satisfactorily within the occupation

(n) Did he possess sufficient related technical information to adequately perform in the occupation when he left the program?

1	2	3	4	5
Possessed minimal or no related technical information		Possessed enough related technical information to work at entry level		Possessed sufficient related technical information to enable him to perform very satisfactorily in the occupation

11. Related Instructor's Ratings and Comments at Time of Withdrawal

(1) Student_____ Area_____ Instructor_____

(2) Entry Date_____ Total hours attended_____

(3) Did student attend long enough for you to judge his/her attitudes and abilities? Yes_____ No_____

Go on to (4) Stop

(4) Overall judgments of this student's work in your area:

DIRECTIONS: Base your responses on your knowledge of the individual when he left the program regardless if he completed the program or not. Circle the number on the scale corresponding to your judgment.

(a) What was his achievement compared to others?

1	2	3	4	5
Achieved far below the average		Achieved about average		Achieved far above the the average

(b) Did he show initiative and ambition?

1	2	3	4	5
Required prodding: shirked his responsibilities		Did the required work		Found things to do without supervision

(c) Was he quality conscious? (this refers to his craftsmanship, not his attainments).

1	2	3	4	5
Careless worker		Had reasonable standards		Had high standards

(d) Did he cooperate with other students?

1	2	3	4	5
Worked with others when necessary		Worked reasonably well with others		Went out of his way to help others

(e) How did he respond to constructive criticism?

1	2	3	4	5
Responded negatively to constructive criticism		Accepted constructive criticism		Sought constructive criticism

(f) How was his attendance?

1	2	3	4	5
Missed more days than average WOC student		Missed about as many days as typical WOC student		Missed very few days

(g) Was he a discipline problem?

1	2	3	4	5
Required frequent discipline		Required average amount of discipline		Self-disciplined

(h) Did he feel he would succeed at the beginning of the program?

1	2	3	4	5
He did not feel he would succeed		He felt he might succeed		He was confident he would succeed

(i) Did he feel he would succeed when he left the program?

1	2	3	4	5
He did not feel he would succeed		He felt he might succeed		He was confident he would succeed

(j) How much skill did he have when he entered the program?

1	2	3	4	5
Very minimal skills		Enough skills to work at entry level		Was skilled enough to perform satisfactorily within the occupation

(k) Did he possess sufficient technical information to adequately perform in the occupation when he entered the program?

1	2	3	4	5
Possessed minimal or no related technical information		Possessed enough related technical information to work at entry level		Possessed sufficient related information to enable him to perform satisfactorily in the trade

(l) How much effort did he put forth?

1	2	3	4	5
Minimal effort		Reasonable effort		Maximal effort

(m) How much skill did he have when he left the program?

1	2	3	4	5
Very minimal or no skills		Enough skills to work at entry level		Was skilled enough to perform satisfactorily within the occupation

(n) Did he possess sufficient related technical information to adequately perform in the occupation when he left the program?

1	2	3	4	5
Possessed minimal or no related technical information		Possessed enough related technical information to work at entry level		Possessed sufficient related technical information to enable him to perform very satisfactorily in the occupation

Dear Friend,

Not long ago you had an interest in the Work Opportunity Center. For some reason you were not able to enroll and attend. Others like you had the same experience. It is important for us to know why you could not come. The Center wants to fully understand youth and their problems. Please help us by completing this questionnaire. It will take just a few minutes. We will not use your name. All information will be kept confidential. Please do it now, won't you?

We appreciate your help very much. Remember to call us if we can be of any help to you. I'll be looking for your returned questionnaire in the mail today. Thank you.

Sincerely yours,

R. E. Almen
Asst. Research Director

What were your reasons for applying at the Work Opportunity Center?

Why were'nt you able to enroll and attend ?

What have you been doing during the past 3 or 4 months ?

What are you doing now ?

Are you satisfied with the things you are doing ?

- ____ *No, definitely not satisfied.*
- ____ *Only a little satisfied.*
- ____ *Satisfied.*
- ____ *More than just satisfied.*
- ____ *Very, very satisfied.*

How well have you progressed toward becoming the person that you want to be ? (check one)

- ____ *I have lost ground.*
- ____ *I have stood still (no progress).*
- ____ *I have made a little progress.*
- ____ *I have made much progress.*

Below are eight plans for action. Read them and place a 1 before the plan you want most for yourself, place a 2 before the next best plan, and so forth. Give each plan a rating from 1 (the plan you want most) down to 8 (the plan you want least).

____ Finish high school now.

____ Train for a special job now.

____ Get a good paying job now without a high school diploma.

____ Get any kind of job now regardless of what it pays.

____ Keep working at the job I've got.

____ Take it easy for awhile and plan for a job later.

____ Work for awhile then go back to school.

____ Go into the military service.

____ Other plans. State them here:

Check those services that you need or would like help in getting:

____ Counseling about personal problems.

____ Selecting a job and training for it.

____ A job of any kind.

____ A high school diploma.

____ An equivalent certificate (GED test).

____ Training for a job you would like to have. Name it here:

____ Other needs. State them here:

What are your biggest problems right now ?

THANK YOU ! Now mail this questionnaire in the enclosed envelope right away.

If you feel that the Work Opportunity Center can be of help to you at this time CALL, WRITE, or COME IN SOON !

WORK OPPORTUNITY CENTER

QUESTIONNAIRE

THE WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minn. 55414

Telephone: 332-0573

WOC ADJECTIVE CHECKLIST

Name_____

I would describe myself as	NEVER SOMETIMES USUALLY ALWAYS
1. a leader	1 2 3 4
2. above average	1 2 3 4
3. stubborn	1 2 3 4
4. a thinker	1 2 3 4
5. not interested	1 2 3 4
I would describe myself as	
6. competent	1 2 3 4
7. productive	1 2 3 4
8. thorough	1 2 3 4
9. lazy	1 2 3 4
10. a "rebel"	1 2 3 4
I would describe myself as	
11. efficient	1 2 3 4
12. dependable	1 2 3 4
13. ambitious	1 2 3 4
14. one who postpones	1 2 3 4
15. impatient	1 2 3 4

I would describe myself as	NEVER SOMETIMES USUALLY ALWAYS
16. easily distracted	1 2 3 4
17. successful	1 2 3 4
18. intelligent	1 2 3 4
19. talented	1 2 3 4
20. a planner	1 2 3 4
I would describe myself as	
21. serious	1 2 3 4
22. smart	1 2 3 4
23. an organizer	1 2 3 4
24. one who studies	1 2 3 4
25. not efficient	1 2 3 4
I would describe myself as	
26. nervous	1 2 3 4
27. reckless	1 2 3 4
28. intellectual	1 2 3 4
29. alert	1 2 3 4
30. orderly	1 2 3 4

	NEVER SOMETIMES USUALLY ALWAYS		NEVER SOMETIMES USUALLY ALWAYS
I would describe myself as		I would describe myself as	
31. teachable.....	1 2 3 4	41. careful.....	1 2 3 4
32. passive.....	1 2 3 4	42. restless.....	1 2 3 4
33. inconsistent.....	1 2 3 4	43. discontented.....	1 2 3 4
34. carefree.....	1 2 3 4	44. daring.....	1 2 3 4
35. logical.....	1 2 3 4	45. average.....	1 2 3 4
I would describe myself as		I would describe myself as	
36. responsible.....	1 2 3 4	46. friendly.....	1 2 3 4
37. confident.....	1 2 3 4	47. flighty.....	1 2 3 4
38. practical.....	1 2 3 4	48. easily changed.....	1 2 3 4
39. contented.....	1 2 3 4	49. accepting.....	1 2 3 4
40. reliable.....	1 2 3 4	50. alert.....	1 2 3 4

WOC SENTENCE COMPLETION FORM

NAME_____

Complete all these sentences as fast as you can. Write down the first idea that comes to your mind.

1. The future is
2. Sometimes I feel like
3. With other people, I
4. School is
5. When I'm alone
6. Next year I would like to
7. A person's life
8. At home
9. The world
10. Sometimes I think about
11. I can't
12. If only I were not so
13. It is more important to
14. Teachers are
15. I often think of myself as
16. I think my friends
17. People think that I
18. My only trouble is
19. I wonder if I should
20. A job is

A STUDENT PERSONALITY DESCRIPTOR
Instrument

DIRECTIONS

On these pages you will find pairs of words which can be used to describe people. Between the two extreme descriptive words, you will find a scale numbered 1-5. People lie somewhere along the scale at/or between the two extremes. Circle the number along the continuum which best describes most of WOC students.

For example:

Well Below Average 1 2 3 4 5 Well Above Average

If you feel they are well below average, circle "1". If you feel that they are "well above average" circle 5. If you feel they are "average" you would circle 3, which is midway between. If you feel they are more "Above average" than "average", you would circle 4, etc.

There is no time limit, but do not spend too much time on any one item. Your first candid impression is best.

1.	Lazy	1	2	3	4	5	Energetic
2.	Disturbed	1	2	3	4	5	Well adjusted
3.	Inattentive	1	2	3	4	5	Attentive
4.	Unaggressive	1	2	3	4	5	Agressive
5.	Uncooperative	1	2	3	4	5	Cooperative
6.	Not serious	1	2	3	4	5	Serious
7.	Dirty	1	2	3	4	5	Clean
8.	Followers	1	2	3	4	5	Leaders
9.	Fearful	1	2	3	4	5	Fearless
10.	Uninterested	1	2	3	4	5	Interested
11.	Stubborn	1	2	3	4	5	Pliable
12.	Inefficient	1	2	3	4	5	Efficient
13.	Poor planners	1	2	3	4	5	Good planners
14.	Nervous	1	2	3	4	5	Calm
15.	Impatient	1	2	3	4	5	Patient
16.	Messy	1	2	3	4	5	Neat and orderly
17.	Without ambition	1	2	3	4	5	Ambitious
18.	Reckless	1	2	3	4	5	Careful
19.	Unteachable	1	2	3	4	5	Teachable
20.	Passive	1	2	3	4	5	Active

21.	Unfriendly	1	2	3	4	5	Friendly
22.	Unreliable	1	2	3	4	5	Reliable
23.	Unhappy	1	2	3	4	5	Happy
24.	Impractical	1	2	3	4	5	Practical
25.	Lacking in confidence	1	2	3	4	5	Confident
26.	Unchanging	1	2	3	4	5	Easily changed
27.	"Lower class"	1	2	3	4	5	"Upper class"
28.	Weak personalities	1	2	3	4	5	Strong personalities
29.	Narrow-minded	1	2	3	4	5	Open-minded
30.	Poor workers	1	2	3	4	5	Good workers
31.	Unenthused	1	2	3	4	5	Enthusiastic
32.	Sad	1	2	3	4	5	Cheerful
33.	Undependable	1	2	3	4	5	Dependable
34.	Unemployable	1	2	3	4	5	Employable
35.	Unindustrious	1	2	3	4	5	Industrious
36.	Poor judgement	1	2	3	4	5	Good judgement
37.	Dull	1	2	3	4	5	Bright
38.	Not well liked	1	2	3	4	5	Well liked
39.	Poor health	1	2	3	4	5	Healthy
40.	Untrustworthy	1	2	3	4	5	Trustworthy

WORK OPPORTUNITY READING CENTER

Name_____ Telephone Number_____ Age_____

Address_____ Previous School_____

Days Assigned: M T W Th F Technical Area_____ Working: Yes____ No____

Time Assigned:_____ Hobby_____

Credits Granted_____ Counselor_____

Date Entered_____ Date Completed_____ Cum card checked_____

TESTS ADMINISTERED:

	Beginning score	Ending score
Gates Oral		
Silent Reading:		
Speed		
Vocabulary		
Comprehension		
Bond-Hoyt		
Durrell Analysis		
Other		

Marked physical disabilities_____

Reading diagnosis_____

_____

_____

Remediation:

1._____ 3._____

2._____ 4._____

Books read:

1._____ 3._____

2._____ 4._____

Other comments_____

BOOKS OUR STUDENTS SELECT FOR INDEPENDENT READING

A survey of a partial sampling of paperback books read by Reading Center students - with popularity of types expressed by percentage and giving representative samples of those chosen.

ADVENTURE - 16%

Crash Club, Shane, Sand Pebbles, Mission Impossible

HUMOR and GAMES - 14%

Peanuts, Dennis the Menace, Mad

PERSONAL GUIDANCE AND "HOW TO" - 12%

Sex and the Adolescent, How to Manage Your Money, How to Become an Airline Stewardess

GENERAL NON-FICTION - 10%

Flying Saucers, Intern, E.S.P.

BIOGRAPHY and AUTOBIOGRAPHY - 10%

J. F. Kennedy, Jack London, Nigger

GIRLS STORIES - 9%

Miss Tippy, Double Wedding, Date for Diane

CLASSICS, NEW and OLD - 8%

Animal Farm, Catcher in the Rye, War and Peace

BEST SELLERS and POPULAR NOVELS - 5%

Angel Unaware, Hurry Sundown, Peyton Place

SOCIAL PROBLEMS - 5%

Black Like Me, Privary Invaders, Teenage Tyranny

WAR STORIES

Longest Day, Burma Rifles, D-Day

NARCOTICS and L S D

L S D on Campus, L S D Story

PROPOSAL FOR A RELATED READING CENTER

Purpose: The purpose of the related reading center is to diagnose perceptual and reading difficulties of junior high school students in the afternoon program who are potential school dropouts. The program will offer the opportunity to present intensive, individualized instruction to students with reading and perceptual difficulties and to supply information and recommendations to the home schools.

Initial Screening:

A. Review cumulative records for standardized test scores which indicate reading difficulties, through differential comparison.

B. Informal oral testing of doubtful cases.

C. Specific recommendations by home school counselors, social workers, technical area instructors, and WOC counselors.

Scheduling of Students:

A. Each student will be approached by a counselor and reading instructor. Enrollment will be on a voluntary basis. The idea of the service will be "sold", not forced upon the student.

B. Instructional periods in the Center will be kept short, so as not to conflict unduly with technical area instruction: one-half or one hour periods - two to three times per week. Each program will be arranged on an individual basis, with the concurrence of the counselor and the technical area instructor.

Work In The Center:

A. Diagnosis: Each student will be given a complete and thorough perceptual and reading diagnosis. Perceptual instruments such as the Bender-Gestalt, reading tests such as the Gray Oral Paragraphs and the Gates Reading Survey will be administered. However, the primary focus of diagnosis will be individual and personal.

B. Teaching: An individualized program will be designed for each student in light of his specific disabilities. The reading material will be related directly to the technical area, being designed to supply supplementary information regarding technical instruction at the same time it works at remediating the student's specific reading disability.

MYSTERIES - 1.1%

Ghost Wore White, Green Island Mystery

POETRY - .09%

Poetry Festival

C. Research:

1. Following the completion of the junior high program, written records will be summarized using descriptive statistics - in order that an evaluation of the student's progress may be made. All records will be made available to the WOC Research Department for further analysis.

2. A diagnostic summary on each student will be made and forwarded to his home school.

The Work Opportunity Center Insignia

The WOC insignia was designed
by student Patrick D. Murrill,
in the Creative Art Department,
Sandra Benna, Instructor

The Certificate Of Merit Award

These certificates in various colors are awarded for course completion and other outstanding student achievements.

COORDINATORS ACTIVITIES

A major function of the Work Coordinators is liaison between work stations, Center faculty and students. The coordinator maintains rapport with employers and students, and provides the faculty with training materials and ideas from business and industry. The successful placement of students in positions commensurate with their abilities and interests depends upon an understanding of each student. Coordinators and faculty members work toward an achievement of this understanding.

The activities, concepts and guide lines for coordinators at the Work Opportunity Center are as follows:

I Guiding and selecting students

II Assisting trainees with personal adjustments

III Student placement

IV Correlating school and job experiences

V Co-Curricular activities

VI Services to graduates

VII Administrative activities

I. GUIDING AND SELECTING STUDENTS

A. Describing work experience and placement program to students.

1. Personal interviews.
2. Classroom discussions.
3. Counselor referrals.

B. Working with counselors on guidance and selection.

1. Provide counselors with job specifications.

2. Student interviews.

3. Accumulation of work information materials for students and parents.

4. Maintenance of job availability records.

C. Establish training standards in cooperation with school personnel and industry.

D. Coordinating work and study schedules.

1. Familiarizing job supervisors with school flexibility and limitations.

2. Familiarizing school personnel with requirements of the work station.

E. Helping students with career planning.

1. Current occupational information resources.

2. Establish realistic training goals and opportunities.

II. ASSISTING TRAINEES IN MAKING PERSONAL ADJUSTMENTS

A. Referrals to school social worker where necessary.

B. Referrals to school counselors where necessary.

C. Individual and group classes for common personal problems.

D. Coordination of related information where necessary.

E. Liaison among school, work, and student.

F. Proper referral of discipline problems related to work.

III. PLACING STUDENTS IN TRAINING STATIONS

A. Selection of training stations.

1. How obtained.

a. Personal visitation.

b. Mailing brochures.

c. Referrals.

d. Employer and trade associations.

e. Employee organizations.

f. Government agencies.

2. Establish training station standards.

a. Credit rating.

b. Training possibilities.

c. Personnel for trainee supervision.

d. Employer attitude.

e. Compliance with local, state, and federal statutes.

f. Rapport with labor organizations and trade associations.

B. Organization of work training plan.

1. Necessary entrance skills.

2. Plan for developing new skills.

3. Long term training plan.

4. Cooperative development of job training plans.

5. Implementing labor, industry, and government standards.

IV. CORRELATING SCHOOL WORK WITH JOB EXPERIENCES.

A. Familiarize school personnel with job entrance requirements.

1. Government, labor, and industry publications.

2. Field trips.

3. Staff meetings.

4. Personal association.

5. Speakers and films.

B. In-Service development of skills and job related information.

1. Job visitation and conference.

2. Evaluation forms.

C. Establish cooperative attitudes between employer and school.

1. Define goals and methods of W.O.C.

2. Develop procedures and forms for progress reports, evaluations, recommendations, and disposition.

V. COORDINATING CO-CURRICULAR ACTIVITIES.

A. Club activities.

B. Employer organizations.

C. Employee organizations.

VI. PROVIDING SERVICES TO GRADUATES.

A. Placement.

B. Reading materials.

C. Consultation services.

VII. ADMINISTRATIVE ACTIVITIES.

A. Planning work.

B. Research.

1. Job surveys.

2. Teaching methods.

3. Teaching materials.

4. Curriculum revision.

5. Job requirements.

C. Making reports.

1. Coordination visits.

a. New contacts.

b. Follow-up.

2. Public relations.

3. Quarterly reports.

4. Professional meetings.

VIII. MAINTAINING GOOD PUBLIC RELATIONS.

A. Planning publicity program.

1. Directed to business.

2. Directed to students.

3. Directed to labor organizations.

4. Directed to parents.

5. Directed to referral agencies.

6. Directed to school teaching personnel and administration.

7. Directed to the general public.

B. Displays and printed materials.

1. Help organize brochures.

2. Displays for events and professional meetings.

COORDINATION TECHNIQUES USED

I. Establishing rapport with employers.
   A. Call on old and new contacts in the Metropolitan area and explain the program--12 month school, flexible scheduling, kinds of students we are working with, their availability for jobs.

   B. Explain to employers that these students come here to us with a very poor self-image and have faced failure many more times than success. If they would waive some of their preliminary test requirements and try the student for a week on a probationary period, so to speak, then the students would do much better than expected and not be afraid to face the work situation as many of them still do.

II. Getting acquainted with students before job placement.
   A. Pre-determine when student is willing to work and insist upon his committment for part-time or full-time employment.

   B. Work on attitudes -- work, study, etc. Explain to students that they are hired on skills learned but 99% of the time they are fired because of their incapability of getting along with co-workers and having a bad attitude. This is a long process -- I don't think we ever accomplish what we set out to do, but we are trying. Setting good work habits comes in this category; explaining to students why it is important to get to work on time, take criticism from both teachers and employers and stressing good school attendance along the road at all times. Even these days the employers want the students who plan to finish school. So the coordinators stress the value of securing sufficient credits to complete their high school education or to take the GED test when 19.

   C. Instill ideas of dependability, reliability, honesty and cooperativeness with school and employer. We have found that they

have very little conception of why it is important to do things on time, on days expected, etc. These are necessary qualities to get and hold a job.

D. Spoon-feeding and giving-out of job information is necessary, plus student acknowledgement that he understands this before interviews are set up.

E. Coordinators are always available to help students; we work with self-improvement areas and related areas to help them in their weaknesses.

F. Field trips have been planned and taken, however, we hesitate to do too much of this because of poor attendance.

G. Pre-test students--in the business area we give vocabulary, numerical, figure aptitude, general clerical, etc. to determine weaknesses and also to make it easier for them when tested on the job.

H. Interview techniques--role playing has been used; various questions are asked that will be included in most interviews such as:

1. What salary do you expect?
2. Why do you want to work for this company?
3. Do you know what this company does?
4. Why did you drop out of high school?
5. What are your future plans?
6. Do you have a boyfriend, are you engaged to be married?
7. Do you plan to go on to college?
8. Do you like to work with people?
9. Do you have transportation to and from work?
   (This is an important factor with students; some of them don't want to be bothered with buses, some don't know how to take buses, very few have cars, many would rather work right across the street from home.)
10. Can your hours at school be worked out satisfactorily so you can work from 8 to 12 or from 1 to 5 for instance?
11. Know when an interview is ended.
12. Know how to shake hands properly.
13. Never go to an interview with another friend. (This very seldom happens because coordinators take them)
14. Be on time, be on time, be on time.
15. How to dress.
16. Watch the gum chewing, posture, etc.

I. Job training completed and ready to go for interviews.

1. Type of job student is equipped for is determined by the technical teacher and the coordinator.
2. Coordinator calls and sets up the appointment for the interview.
3. Coordinator takes and waits for students at the interviews. If we didn't do this they just wouldn't show up--they get afraid and go home instead.

J. After the job is secured.

1. Follow-up by coordinator two or three times a week with teachers, students, and employers. If they are not coming on time, if they are not groomed properly, if skills are weak, then we work on these. Many times follow-up is not needed so often if students have all the desirable characteristics but this is rare indeed.

2. Explain to students withholding taxes, social security, vacations, hospital benefits, coffee breaks, etc. that might be bothering them.

3. If age certificates are necessary, we coordinators have them available.

4. Good supervision on the job and at school is important for the student to mature and when an employer has empathy for our students we are very fortunate.

5. Attitudes, attitudes, attitudes can never be neglected. We stress this continually.

6. Coordinators also work with graduates who come back for more skills. These are most always looking for full-time work at the end of their training.

7. The most difficult problem we seem to have is creating the understanding with these students that they are beginners, yet they want anything from $2 to $4 an hour, when the minimum is $1.60 and this is where most employers hope to start them and after they have proved they are worth more then they get increases.

8. We also have to teach these students that every day is not going to be a "Utopia" on the job. They don't want to get bored and when they do they are ready to quit the job.

If we coordinators can instill proper attitudes, can secure types of jobs suited to their abilities, and have them stay for a period of time on these jobs, then we think we have helped them.

WOC STUDENT FOLLOW-UP: GENERAL FORM

Name_____ Date_____

Directions: Check ( ) or answer briefly.
Please be honest with us and yourself.

1. What was your purpose in coming to WOC?

_____

_____

_____

Didn't need help, or didn't seek it
No help at all
A little help
Helpful
Very, very helpful

2. How much help was WOC to you in:

(a) fulfilling your purposes (above).....○ ☐ ☐ ☐ ☐ (Check one)

(b) planning your future?.....○ ☐ ☐ ☐ ☐ (Check one)

(c) earning credits?.....○ ☐ ☐ ☐ ☐ (Check one)

(d) learning job skills?.....○ ☐ ☐ ☐ ☐ (Check one)

(e) improving math or reading skills?....○ ☐ ☐ ☐ ☐ (Check one)

(f) solving personal problems?.....○ ☐ ☐ ☐ ☐ (Check one)

(g) getting a job?.....○ ☐ ☐ ☐ ☐ (Check one)

3. What did you like most about the Work Opportunity Center?_____

_____

_____

4. Consider all the schools you've attended. How worthwhile was WOC to you? (Check one)

☐ W.O.C. was a waste of my time.

☐ W.O.C. had a little worth and value to me.

☐ W.O.C. was worthwhile.

☐ W.O.C. was very valuable and very worthwhile to me.

5. How could W.O.C. be made a better place?_____

_____

_____

6. Are you attending a school (or college) now? ☐ Yes ☐ No

Planning to enter_____

Where?_____

Taking what course?_____

Career plans:_____

7. Are you working? ☐ Yes ☐ No ☐ Looking for a job

If yes, where?_____

Your job title?_____Hours_____

How long have you worked there?_____Rate of pay_____

Was WOC of any help to you in training for this job?

☐ Yes ☐ No ☐ Only indirectly

Was WOC of any help in getting you your job?

☐ Yes ☐ No ☐ Only indirectly

Are you satisfied with this job?

Not satisfied at all

A little satisfaction in it

Reasonably satisfied

Very, very satisfied and happy in it

8. What is the most important thing to you right now?

_____

_____

_____

_____

_____

9. What are your plans for the next 6 months?_____

_____

_____

10. How does your future look right now?

- ☐ Very dark, gloomy, discouraging, uncertain
- ☐ A little uncertain, a little clouded
- ☐ Bright, happy
- ☐ Very bright, very happy

11. Toward becoming the person you want to be, has the Work Opportunity Center helped you?

- ☐ No help
- ☐ A little help
- ☐ Helpful
- ☐ Very helpful
- ☐ Very, very helpful

12. Use this space for any further comments.

Thank you. Now mail this in the stamped, addressed envelope.

WOC STUDENT FOLLOW-UP: H.S. RETURNEE

Name_____ Date_____

Directions: Check ( ) or answer briefly.
Please be honest with us and yourself.

1. What was your purpose in coming to WOC?

_____

_____

_____

Didn't need help, or didn't seek it
No help at all
A little help
Helpful
Very, very helpful

2. How much help was WOC to you in:

(a) fulfilling your purposes (above).....○ □ □ □ □ (Check one)

(b) planning your future?.....○ □ □ □ □ (Check one)

(c) earning credits?.....○ □ □ □ □ (Check one)

(d) learning job skills?.....○ □ □ □ □ (Check one)

(e) improving math or reading skills?....○ □ □ □ □ (Check one)

(f) solving personal problems?.....○ □ □ □ □ (Check one)

(g) getting a job?.....○ □ □ □ □ (Check one)

3. What did you like most about the Work Opportunity Center?_____

_____

_____

4. Consider all the schools you've attended. How worthwhile was WOC to you? (Check one)

□ W.O.C. was a waste of my time.

□ W.O.C. had a little worth and value to me.

□ W.O.C. was worthwhile.

□ W.O.C. was very valuable and very worthwhile to me.

5. How well did you get along at _____ high school?

☐ terrible, very badly, had much difficulty, didn't make it

☐ not so good, had troubles but somehow made it

☐ OK or reasonably well, had a few troubles

☐ did very, very well, made it easily

6. Are you still attending? ☐ Yes ☐ No Reasons for leaving:_____

_____

_____

7. How could your high school be a better one?_____

_____

_____

8. What do you plan to do when you leave high school?

☐ Go to work

☐ Go into military service

☐ Go to trade or technical school

☐ Go to college or university

☐ Other plans:_____

_____

9. How does your future look right now?

☐ Very dark,gloomy, discouraging, uncertain

☐ A little uncertain, a little clouded

☐ Bright

☐ Very bright, happy

10. What are your plans for the next 3 months._____

_____

_____

RESEARCH STUDIES FROM WOC - September, 1966 to March, 1970

* First 12 Students at WOC
  The 42 Study
  Minority Study
  Orientation Program for Students
* Area Studies
  January Study
  Att-Non-Att Study
  Job Placement Study
  66 Withdrawal Study (June 1, 1967)
  WOC Reading Level
* Books for Independent Reading
* Sentence Completion Test
* Adjective Checklist
* Dropouts - Minneapolis
* Dropout Prediction Table
* Student Activities
* Student Groups
* Student Referral Sources
  Withdrawal Forms
* Course Revisions: Guide
* Reading Studies
  Research Summary
  Motivation Devices
* Reasons for Withdrawal
* Coupons
* WOC Students Enrolled and Placed
  Enrollment and Attendance Studies
  Adjective Checklist Follow-up Questionnaire
  Handicapped: A Broader Definition
* Employment Follow-ups
  Orientation Questionnaire
  What's Wrong With Reg. High School
  Coupon Incentives
* Reading Levels: Two Studies
  Nurses Aide and Hospital Orderly Study
  Sept. Nov. New Enrollment Study
  High School Diploma Recipients
  A Sex Education Program For The WOC
  Fall 1968 Returnees to Other Schools
  Sept. - Dec. New Enrollment Study
  Enrollment and Attendance Summary for 1968
* Intake Data - 1969
* Reading: 320 Entering Students
* Survey of Credits 6-66 to 12-68
* Commons Questionnaire
  A WOC Student Follow-up Questionnaire
  Non-Att 1969
* Physical Exams 9-1-68 to 3-15-69
* WOC Withdrawals
  Sept.-Dec. 1968 Enrollees Study
* Coupons
* Reasons For Withdrawal

* Critique of the Junior High Program
  May '69 Enrollment and Attendance
  June '69 Enrollment and Attendance
* Summary Data Communications
* Summer School Students
  Thillman - DeCambaliza Study
* Intake and Programming Procedure
* Center Data
* Work Study Procedure
* Credit Guidelines For Work Experience
* Work Study vs. Work Experience
* North Work Program Students vs. WOC Students
  Skill Classes for WOC Junior High
  Skill Classes for SRC Program
* Teacher Referral Outreach Personnel
* New Food Service Program for WOC
  1969 Enrollees Data
* Staff Perceptions
* Junior High School Program
* Responsibility Levels
  Fall '68 Enrollees Study
* Reading Level of New Students
* Junior High Program
* Proposal For Related Reading Center
  WOC Summer Session
  Self-Concept of Non-Enrollees
  1969-1970 WOC Enrollment Studies
* Summary of 1969 Enrollees Data
  9 Month Summary of 1969
  WOC Spring '69 Junior High Follow-up Study
  Evaluation of Coupon Incentives
* Teacher's Referrals to Outreach
  1969-70 WOC Enrollment Study #4
  '69 Summary of Enrollment and Attendance Data
* New Units to be Offered - English, Social Studies
  1969 Returnees to Other Schools
* Enrollees Data 1-30-70
  1969-70 WOC Enrollment Study #5
  1969 High School Diploma Recipients
* 1967-70 WOC Enrollment Changes
  1969-1970 WOC Enrollment Study #6
  1966-1970 WOC Enrollment Study - Six Month Summary

* Do not have any extra copies on hand, although copies may be made from the originals.

Booklets

Some Studies in Personality Development
Success Stories in Nurses Aide and Orderly Training
Some Case Studies in Reading

A SUGGESTED OUTLINE FOR WRITING CASE STUDIES

I. General background information

- summarize cum card information (give previous academic achievements, clinical reports, std. test results, previous attendance data, personality ratings, home conditions, etc.)
- give anecdotal data taken during initial period of training.
- describe the personality as you saw it at the outset of training.

II. Diagnosis

- what you decided the student needed in your area (skill needs, knowledges needed)
- what changes in personality needed.
- how diagnosed

III. Methodology

- describe how you went about attempting to fulfill the student's needs and changing his personality.
- instructional methods used (how, when, where, why).

  for example:

  - individual, group; verbal or written instructions; demonstrations, reading assignments, discussions, projects
- material, books, machines, films, devices, etc.
- motivational means used.
- discipline procedures.

IV. Results

- of using these methods, materials and procedures with the students.

V. Prognosis

- prediction of the probably outcomes as to graduation, employment, credits, advancement, social development, etc.

SUGGESTIONS FOR DEVELOPING A CLASSROOM RESEARCH STUDY

1. Know the basic tenets of instruction that are accepted by most teachers in your speciality. Question their validity for our clientele.
2. Become better acquainted with the problems of other teachers in your field. Know what is being done in your segment of vocational education (search the literature or talk with others about the problem.)
3. Find out what specific studies have been made or are presently being researched.
4. Examine your own teaching problems. Try to get at their root cause. Ask how they can be remedied. Come up with some possible solutions. (Is there something sacred about the way we have always done it before?)
5. Describe what it is you want to accomplish. Write it down. Describe the present situation and what changes are planned.
6. Describe what you propose to do. Do this in operational terms.
7. Describe how you plan to conduct the proposed plan.
   - the learning experiences to be used.
   - the personnel, sample size, equipment and materials needed.
   - the time plan for personnel involved: both pupils and teacher(s).
   - specific objectives (in operational terms) and how you plan to measure their attainment.
   - outline of content covered.
8. Talk it over with others. Remember, seemingly small problems to be solved by research may have more significance than realized.

The research department will assist you to the fullest.

SOME SUGGESTIONS FOR WORKING WITH DROPOUTS

Conferences with members of the Center staff have resulted in a list of suggested procedures for helping school dropouts. The procedures have been tried and found successful. The list is not a definitive one, but it is a beginning.

1. Get to know each pupil individually, be able to identify the potential dropout, give him special individual remedial help. Remove him from undue competition if necessary.

2. Reorganize course content on several levels - rewrite to fit his reading levels.

3. Find out the pupil's level, relate content to him, progress at individual's rate (flexible time).

4. Cooperate with Reading, English and Math teachers to provide suitable related materials.

5. Provide special tutoring. Make systematic appointments. Plan together.

6. Use advanced pupils as instructors to help slow ones.

7. Provide more low level skill training courses and occupational related courses to increase pupil interest in attendance.

8. Give much counsel, encouragement, and chances for success in activities.

9. Involve community resources - field trips, job opportunities, training requirements, placements, wages.

10. Develop in-service training programs for teachers (get together and "staff a student and his needs").

11. Counsel each individual personally, help him accept himself, set reasonable goals and encourage self-discipline.

12. Confer regularly with parents; establish ways parents may help support the pupils goals; enlist their aid in promoting home study.

13. Provide group therapy, extensive and intensive vocational guidance and counseling. Content may range from discussion of problems and values to investigation of job opportunities and job requirements.

14. Develop work-study programs (most studies report some degree of success in improved retention and employment outlook). Recommend ½ day school, ½ day work when the student is ready for work.

15. Treat him as a self-determined, worthy person.

TEACHERS' ATTITUDES TOWARD THE CULTURALLY DISADVANTAGED

Most Effective	Least Effective
1. accepts all children on the basis of their potential to learn.	1. rejects some children because of background, race, family status, etc.
2. believes that all children can make some contribution to society (optimistic attitude-looks for the "good" in individuals)	2. believes that some children are inherently "bad" that they do nothing but interfere with learning in the classroom
3. works with children who are emotionally upset and/or disciplinary problems - hopes to bring out the best in them and change their negative attitudes to healthy ones	3. gives up on these children, isolates them, ridicules them, neglects them, ignores them
4. sets standards for each individual child and praises him when me makes some progress toward his own goals	4. gives no praise even though a "problem" child tries to make some progress
5. sets up situations whereby "problem" children can achieve recognition through constructive activities	5. is indifferent and cold to these children - gives most attention to pupils who are dependable and stable
6. listens to their problems	6. has no time to listen to a childs problems
7. trusts them to tell the truth	7. accuses them without proof
8. has a routine, but is flexible when children's interest is high	8. too strict a routine, or too laxed a routine
9. sets up reasonable rules based on ability of children to conform to them - keeps in mind individual abilities to conform	9. sets up rigid rules - no allowance for deviation; uses mass punishment
10. follows through on reasonable punishment; punishments are appropriate to the offense	10. vascillates on punishment; lets children "get away with it" at times, "over-punishes" at other times
11. motivates on the basis of what interest boys and girls	11. poor motivation on the basis of the teacher's point of view

12. gives close supervision and attention to each child - knows when to help and when to let each child work on his own	12. demands that all children finish at the same time; no allowance for individual differences
13. builds child's picture of self-worth through respect for him; is forgiving when child does wrong	13. doesn't really care what the child thinks of himself; just wants him to learn what teacher thinks is important; does not forgive acts of misconduct
14. provides many opportunities to develop good citizenship for <u>all</u> pupils	14. gives opportunities to the select few; e.g. only "top" pupils get patrol jobs

WHAT IS WRONG WITH THE REGULAR HIGH SCHOOL

I. Curriculum and Teaching Technique

1. Too many requirements all through school - need to be able to select more courses.

2. See need for more training in specific areas.

3. Need to have facilities available for independent study, quiet areas for study, and regular schools do not meet these requirements.

4. Too much routine, not enough variety - students get bored.

5. Must always learn with smarter students - need to have instruction for each individual (move at own speed).

6. Do not like separation of bright students from slower students.

7. Positive re-enforcement is vital to learning process of each individual student.

8. Negative re-enforcement is used in many ways, "I know your paper is not too good but read it anyway."

9. Reading individual test scores out loud for everyone to hear is a poor teaching technique.

10. Why should any student be on the bottom. If he is trying he should have some measure of success.

11. Grading should depend on your ability and not on your achievement.

12. Courses need to be related to current times.

13. Students in high school should be able to select more elective courses and have less requirements to fulfill.

14. Why should I learn correct English? Is it necessary to learn everything that is taught in English?

15. See a need for ungraded classroom. Need to have individual instruction.

16. Time should not be a factor in learning.

17. Many of our facilities are so outdated that they are not conducive to learning.

II. Student - Teacher Relationships

1. Teachers need to be more sensitive to student's feelings - using the "Put Down" technique is poor.

2. Too much pre-judgment about students - either because of previous siblings or from other teachers.

3. Ideal teacher takes time to know you - doesn't judge you - gives individual help - does not "put you down" - has an active interest in each student - not necessarily a young person.

4. Most students are self-conscious in front of groups. Teachers must be sensitive to feelings of these students. Important that teachers are able to identify this type of student.

5. Teachers pick on students in many different ways.

6. Too much favoritism - "Good student" - "Bad student".

7. "Why do teachers give up on you".

8. Cannot talk to a teacher - want to discuss a point - teachers want to be the final authority - they are never wrong.

9. It is important that teachers respect student's opinion - Teachers will say you're wrong but will not explain why.

10. Sensitivity to student problems is important.

11. Teachers at the regular High School are too aloof.

III. School Authorities and School Rules

1. Want freedom to move around - freedom of choice - cigarette - drink of water.

2. Too many rules.

3. What good does it do to suspend a student. A student skips school one day, suspended from school for three days equals four days of lost school time.

4. The handling of the smoking problem by school authorities has been poor.

5. Some school rules dictate dishonesty.

6. Definite need to have people available when a student needs to talk to someone.

    a. Counselor

    b. Social Worker

    c. Teacher

7. What is the Principal's job?

8. What is the assistant Principal's job?

9. It is difficult to talk to authority figures.

IV. Miscellaneous Categories

1. A lot of cheating in school - "Why should I take an honest test?"

2. Many difficulties in transferring to Vocational High School.

3. Too many problems in transferring to Vocational High School in Minneapolis.

4. A diploma does not necessarily mean a job - training is important.

5. What does it prove when you have a High School diploma?

    a. Reliable.

    b. Opens the door to a job.

    c. Possibly means that individual can stick to a job.

6. Dropouts do not always get the low-end jobs.

7. High Schools have too many students under one roof.

A DROPOUT PREDICTION TABLE

The following twenty characteristics are commonly found among youth who are potential or actual dropouts:

SCHOOL

1. Two years behind in reading or arithmetic at seventh grade level. Majority of grades are below average.

2. Failure of one or more school years (1st, 2nd, 8th, 9th grades most commonly failed; 85% of dropouts behind one year; 53% two or more years).

3. Irregular attendance and frequent tardiness. Ill-defined sickness given as reason.

4. Performance consistently below potential.

5. No participation in extracurricular activities.

6. Frequent change of schools.

7. Behavior problems requiring disciplinary measures.

8. Feeling of "not belonging" (because of size, speech, personality development, nationality, social class, family disgrace, retardation in school, dress, lack of friends among schoolmates or staff, etc.).

FAMILY

9. More children than parents can readily control (e.g., only child for divorced and working mother; five or more for non-divorced and working mother of blue and lower white-collar class).

10. Parents inconsistent in affection and discipline.

11. Unhappy family situation (common acceptance, communication, and pleasurable experiences lacking; family solidarity minimal).

12. Father figure weak or absent.

13. Education of parents at eighth grade level.

14. Few family friends; among these few many problem units (divorced, deserted, delinquents, dropouts).

PEERS

15. Friends not approved by parents.

16. Friends not school oriented.

17. Friends much older or much younger.

18. Resentful of all authority (home, school, police, job, church).

19. Deferred gratification pattern weak.

20. Weak self-image.

The Power of Primary Relationship

The greater the number of negative factors working to the disadvantage of the pupil, the greater the chance of his dropping out of school. However, if the teen-ager has a familial relationship favorable to his remaining in school, all disadvantages are fairly readily overcome.

Source: The Dropout. Cervantes, Lucius F. University of Michigan Press, Ann Arbor, 1965.

WHAT IS "INDIVIDUALIZED INSTRUCTION"?

The research department has analyzed WOC instruction and has identified numerous components. WOC programs (or courses, units, lessons or activities) usually contain some combination of these components which receive variable emphasis consistent with individual learning styles:

- pre-testing to diagnose "where the student is".
- student-teacher planning of objectives and tasks.
- specific behavioral objectives (may be selected by student, teacher or by agreement of student and teacher).
- alternative paths to reach the same educational objectives.
- student progression at individualized rate.
- multiple media for communication of information (teacher is only one source). Software adapted to student level of ability.
- student-teacher consultations on continuing basis.
- student selects materials, media.
- student initials planning, consultation, selection, etc.
- learning materials at several levels of difficulty.
- use of educational "hardware".
- small groups with members functioning cooperatively to fulfill specified task(s).
- student working in many environments: classroom, laboratory, community, library, study carrel, shop, etc.
- continuous feedback as to progress. Maximize praise for achievement.
- activities utilizing a variety of skills (includes reading, writing and speaking, but not exclusively).
- continuous monitoring of progress by means of progress charts and formative evaluations.
- achievement expectancies consistent with individual goals and capabilities.
- appropriate variety and sequence of tasks.

- appropriate periods of rest and activity.
- utilization of extrinsic rewards if necessary
- use of contingencies
- use of contracts

MEMORANDUM

TO: Minneapolis Students

FROM: The Work Opportunity Center

SUBJECT: 1970 Summer Session

The Work Opportunity Center Summer Session Program is open to all senior high school students in Minneapolis. Classes will be two hours long and held between 8:30 and 11:30 a.m. Courses will be offered in the following areas:

- Business Education
- Computer Programming
- Creative Art
- Dry Cleaning
- Electricity and Electronics
- Food Preparation and Service
- Homemaking (clothing and interior decorating)
- Homemaking (personal improvement and foods)
- Machine Tool Operation
- Marketing and Merchandising (retail sales)
- Nurses Aide and Orderly
- Offset Printing
- Service Station Attendant
- Small Engine Maintenance

The session will start Monday, June 22, and end on Friday, July 31. In addition to valuable skill training, counseling and social work services will be available. Students completing a course will be granted one transfer credit. This is an opportunity for students to take a course they may have wanted to select in their own school but were unable to do so. Because the Center classes are small enrollment is limited. Applications will be accepted on a "first–come, first–served" basis. There will be no charge for the courses offered. Interested students should see their counselor for enrollment information or call the Work Opportunity Center.

OC

For

Further Information

or

Additional Brochures

Call
or
Write

THE WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minn. 55414

Telephone: 332-0573

WORK OPPORTUNITY CENTER

Summer Session

1970

THE MINNEAPOLIS PUBLIC SCHOOLS

HOMEMAKING

Two courses are offered. CLOTHING AND INTERIOR DECORATING includes individualized instruction in clothing design and construction and or selected units in interior decoration. PERSONAL IMPROVEMENT AND FOODS covers independent study in self-improvement, health, foods, and marriage and family living.

SERVICE STATION ATTENDANT

Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work.

NURSES AIDE AND ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six hours a week are spent caring for patients in hospitals.

ELECTRICITY AND ELECTRONICS

Topics include codes, laws, terms and techniques common to this field. With the present expansion in electronics, many positions are open to students with appropriate basic knowledge and skills.

OFFSET PRINTING

Providing training in offset printing and related darkroom procedures, instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations.

COMPUTER PROGRAMMING

Individualized instruction in the use of the digital computer as a problem solving tool. Basic machine language and FORTRAN language will be used. Programming procedures will be covered using WOC's teletype connection to a Honeywell 3200

MACHINE TOOL OPERATION

Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, metal cutting band saw, and vertical and horizontal milling machines.

SMALL ENGINE MAINTENANCE

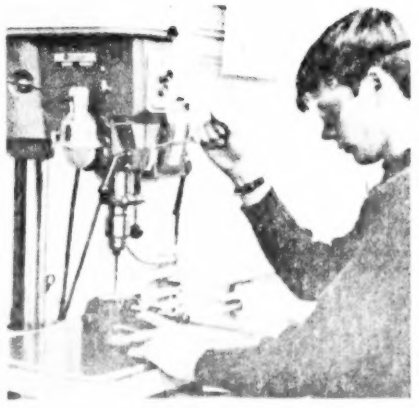
Instructional units in servicing, adjustment, repair, and overhaul are included.

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment.

MARKETING AND MERCHANDISING

Emphasis in this course is placed on retail sales and cashier-checker training. Review in mathematics and communications is arranged when necessary.



DRY CLEANING

Students receive instruction in spotting, cleaning, pressing, and fabric identification. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher.

CREATIVE ART

Individual exploration is emphasized utilizing a variety of two and three dimensional media.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of